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ABSTRACT

This curriculum guide contains units of study for high school health science courses in Iowa. The first section is a competency outline for three topics: introduction to health care; nurse aide/orderly; and rehabilitation aide. For each competency, the following information is provided: objectives; suggested learning activities; resources; and terminology. A competency outline for basic anatomy and physiology lists what students should be able to do as a result of studying the 11 topics listed. The third section of the document contains lesson plans for the following courses: introduction to health technology and careers; nurse aide/orderly; rehabilitation aide; home health aide; and anatomy and physiology. Lesson plans include a unit outline, required vocabulary, and teaching activities for each topic. The final section of the document is a resource directory listing 26 books/manuals, 56 audiovisual materials, and 14 brochures/pamphlets. (KC)

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HIGH SCHOOL HEALTH SCIENCE PROGRAM

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RESOURCE DIRECTORY

INTRODUCTION TO HEALTH CARE

I. ORIENTATION

A. Health Care System

Competency:

Understand the functions and purpose of different types of health care institutions (HCI); i.e., hospitals, public and private; long term and intermediate care facilities; home care agencies; private practice medical and dental clinics.

Objectives:

1. Describe the five basic functions and purposes of HCI's.
2. List the different types of health care institutions.
3. For each type of HCI, identify the clientele served in terms of age, illness, or condition, and degree of care provided.
4. Identify the contributions of volunteer health organizations.

Suggested Learning Activities:

Lecture and discussion
Unit Test - Written
Visit local hospitals, private clinics, and volunteer organizations.

Resources:

Text
Text
Iowa State Department of Health - Rules and Regulations for Intermediate Care Center
Job Descriptions from local employers.

Terminology:

ADL
acute care
CCU
diagnosis
extended care
geriatric
H.M.O.
ICU
in-patient
intermediate
medical-surg
neo-natal
non-profit
obstetrical-Post Partum
out patient
PAP
pediatric
primary
private
prognosis
psychiatric
public
residential
secondary
tertiary
trauma
CCU

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a:intro

Competency:

Understand the role of state, federal, and nongovernmental agencies in regulating the delivery of health care.

Objectives:

1. List the state and local agencies involved in regulation of health care.

2. List the federal agencies involved in regulating health care.

3. Describe the licensure and credentialing practices for one of the health care occupations.

Suggested Learning Activities:

Lecture and discussion
Visit a county home.
Tour University of Iowa Hospital
Written test

Resources:

Text
Medicare Brochure - 1986
State Department of Health
State D.P.I.

Terminology:

DRG's
Medicaid
Medicare
SSI
Title XIX

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a:intro

Competency:

Understand the administrative structure of HCI's.

Objectives:

1. Outline the organizational structure of the health care system.
2. State the purpose of an organizational chart.
3. Trace the chain of command illustrated on an organizational chart.

Suggested Learning Activities:

Lecture and discussion
Written Test
Velcro chain of command cards.

Resources:

St. Luke's Hospital Diagram
Mercy Hospital Diagram
Wheel Diagram

Terminology:

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a:intro

Competency:

Understand the roles, educational requirements, and responsibilities of medical and allied health workers.

Objectives:

1. Describe the roles and responsibilities of various members of the health care team.
2. Describe the educational requirements of the various members of the health care team.
3. Diagram a career ladder from any entry level position to the highest level position in a chosen career.

Suggested Learning Activities:

Lecture and discussion
Select a career field and write a short paper on education required, liscensing required, local job availabilities, salary and working hours.
Show Kirkwood Community College slide presentations or visit each allied health department at KCC and include a "hands on" activity.
Guest Speaker - Nursing Home or Hospital Administrator.
Written test.

Resources:

Text
St. Lukes Chart
Allied Health Technologies Dept. KCC

Terminology:

C.N.A.
Charge Nurse
D.A.
D.L.
D.O.
E.E.G.
E.K.G.
Head Nurse
L.P.N.
M.A.
M.D.
O.P.A.
orthopedics
O.T.
primary nursing
R.N.
R.T.
team nursing
therapeutic

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a:intro

B. Health Care Worker

Competency:

Understand the personal characteristics required of the health care worker.

Objectives:

1. Identify desirable personal characteristics for health care workers.
2. State how desirable characteristics enhance the employability of health care workers.
3. Relate how desirable characteristics enhance patient care.

Suggested Learning Activities:

Lecture and discussion
Role play common situations
Written test

Resources:

Text
"Diversified Health Occupations" - Simmers
"You and Your Health Career" - Gordon Leibowitz

Terminology:

empathy
sympathy

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a:intro

Competency:

Apply the standards of personal hygiene and job performance for health care workers.

Objectives:

1. Describe the standards of personal hygiene expected of health care workers.
2. Describe the standards of grooming and dress expected of health care workers.
3. List items of personal equipment expected of health care workers.

Suggested Learning Activities:

Lecture and discussion
Group discussion about acceptable jewelry, make-up, hair styles, when in clinical.
Written Test
View KHO "Your Total Image"

Resources:

Text
"You and Your Health Career" - Gordon Leibowitz
KHO "Your Total Image"

Terminology:

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a:intro

Competency:

Understand the legal and ethical responsibilities of health care workers.

Objectives:

1. Define and discuss ethical behavior as it applies to health care workers.
2. Identify common physical ailments that should require a health care worker to be absent.
3. Define and discuss legal aspects of patient care as it relates to professional, technical, and support staff.
4. Given a situation requiring legal or ethical conduct, describe how you would handle the situation.

Suggested Learning Activities:

Lecture and discussion
Fill out incident report correctly from a hypothetical situation.
Discussion of home situations that should not be allowed to affect the performance of duties.
Written test
View KHO 198 - Introduction to Medical Ethics

Resources:

Text
"You and Your Health Career" - Gordon Leibowitz
Incident Report - St. Luke's Living Care East and West
Iowa State Dept. of Health Rules and Regulations
KHO 198 - "Introduction to Medical Ethics"

Terminology:

communicable
ethical
malpractice

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a:intro

II. COMMUNICATIONS AND INTERPERSONAL RELATIONSHIPS

Competency:

Employ basic communication skills when interacting with patients and peers.

Objectives:

1. Define verbal and nonverbal communication.
2. Recognize that messages can be communicated by more than words; 1) eye contact, 2) hand gestures, 3) posture, 4) facial expressions.
3. Identify elements of communication as sender, message, channel, and receiver.
4. Explain that primary communication involves interaction between speaker and listener.
5. Discriminate between effective and ineffective communication.
6. Explain difference between hearing and listening.
7. Explain the importance of body language in listening to a message as well as in sending the original message.
8. Discuss the importance of a listener's showing interest, rephrasing information to ascertain comprehension, and avoiding interruptions during communication.

Suggested Learning Activities:

Lecture and discussion
Review handouts
Residents Bill of Rights
Ten Commandments of Listening
Study Guide Interpersonal Techniques
Therapeutic Communication Components
Dove Counter Balance Test
Unit Test

Resources:

Text
Diversified Health Occupations - Louise Simmers
Medical Assistant Office Procedures Manual
Introduction to Patient Care - DuGAS
In Home Care System - University of Missouri, Delmar Publishers Inc.

Terminology:

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a:intro

Competency:

Use information included in a care plan.

Objectives:

1. Discuss the purpose of patient care plans.
2. Discuss the elements of a problem/needs oriented approach to care plans.
3. Discuss the type of record keeping that is done by various members of the health care team for care plans.
4. Discuss participation in patient care conferences.

Suggested Learning Activities:

Lecture and discussion
Review care plan for actual patient.
Unit test

Resources:

Introduction to Patient Care - DuGas
Essential Competencies for Patient Care - Milliken and Campbell

Terminology:

incontinent
involuntary
q-

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a:intro

Competency:

Establish a meaningful relationship with a client.
Understand and be able to use the four basic components of reality orientation.

Objectives:

1. Review factors that promote effective communication.

2. Describe the need for considering individual differences and needs in planning patient care.

3. List three traits which contribute to effective interpersonal relationships: adaptability, cooperation, and sensitivity.

4. Define interpersonal relationships.

5. Differentiate between positive and negative traits in health care workers.

6. Identify factors which tend to promote good interpersonal relationships with client's family and friends.

7. Identify when your immediate supervisor should be notified.

8. List the basic components of reality orientation.

    a. eye contact
    b. physical touch
    c. repetition of facts
    d. patience to wait for an answer

Suggested Learning Activities:

Lecture and discussion
Video "Peege"
Unit Test

Resources:

Text
Nursing Home Manual

Terminology:

Reality orientation

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a:intro

Competency:

Respond to telephone and intercommunication devices in a professional manner.

Objectives:

1. List the steps in answering a client's call signal.
2. Identify when clients with impaired senses require special attention and or help.
3. Identify techniques for encouraging communication with telephone or intercommunication devices.
4. Demonstrate proper telephone technique in handling routine and emergency calls.
5. Demonstrate how to use calming statements in emergency calls.

Suggested Learning Activities:

Take Quizes from "Being a Nursing Assistant"- workbook #2, page 17
"Being a Nursing Assistant"- workbook #3, page 18

Resources:

Text
Medical Assistants Office Procedures Manual

Terminology:

Code Blue
STAT

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a:intro

Competency:

Understand the role of written communications in the health care setting; i.e., recording and reporting information.

Understand and be able to use military time system.

Objectives:

1. Differentiate between a "report" and a "record".
2. Identify methods of reporting and recording data used by health care workers.
3. Explain the use of technology in recording data.
4. Describe the kinds of information that requires reporting and recording.
5. Explain the importance of accuracy in reporting and recording.
6. Be able to record time in military system.

Suggested Learning Activities:

Lecture and discussion
Play act roles using problems. Student makes a report and a record.
Take quizes from "Being a Nursing Assistant" - workbook #5, page 19, #6, page 20.
Make activities schedule in military time #6, page 20.
Unit test

Resources:

Text
St. Lukes Hospital Patient Chart Forms
Cardex File in Cored Laboratory

Terminology:

objective
subjective

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a:intro

III. PERSONAL HEALTH AND WELLNESS

Competency: Explain the concept of optimal health.

Objectives:

1. The student will describe three aspects of health.
    a. Identify the physical, mental, and social aspects of health and how they affect and are affected by one another.
    b. Explain the relationship between a person's behavior and his/her health.
    c. Define "wellness", "disease", "infirmity".
    d. Identify the general trends in health problems (i.e., population, mortality, morbidity).

2. The student will define optimal health and holism.
    a. Differentiate between optimal health and wellness.
    b. Discuss the philosophy of holistic health care.

Suggested Learning Activities:

Lecture and discussion
Written test

Resources:

Text
Introduction to Patient Care - DuGas
Essential Competencies for Patient Care - Milliken and Campbell

Terminology:

disease
holistic
infirmity
optimal health
wellness

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a:intro

Competency:

Describe the factors which affect health.

Objectives:

1. The student will list two physical, two social, and two mental factors which affect health.
    a. Define the terms "physical", "social", "mental".
    b. Discuss physical factors which affect health.
    c. Discuss social factors which affect health.
    d. Discuss mental factors which affect health.

2. The student will list four sources of pollution that affect the environment and describe a method of pollution control for each.
    a. Define related terminology
    b. Identify major sources of common air pollutants.
    c. Describe ways of controlling air pollution.
    d. Identify major sources of common noise pollutants.
    e. Describe ways of controlling noise.
    f. Identify sources of water pollution.
    g. Describe ways of controlling various types of water pollution.
    h. Identify sources of solid waste.
    i. Describe ways of disposing of solid waste.

3. The student will list three positive health habits and describe the effect of each on the body.
    a. Explain the benefits of regular exercise on physical, social, and mental health.
    b. Name major kinds of fatigue.
    c. Describe ways to prevent or relieve the major kinds of fatigue.
    d. Describe some changes that occur in the body during sleep.
    e. Identify reasons people need sleep.
    f. Describe basic skin care, including prevention and treatment of some common problems.
    g. Describe basic care of the hair and nails, including prevention and treatment of some common problems.
    h. Explain how to prevent eye injury, strain, and blindness.
    i. Explain how to prevent hearing loss.
    j. Explain how to prevent problems of the teeth.

4. The student will explain three ways in which one's health is affected by excessive stress.
    a. Define the term "stress".
    b. Describe the stress response.
    c. Differentiate between desirable and undesirable levels of stress.
    d. Identify principal sources of stress: physical, mental, social, and change.
    e. Name physical health problems that can be caused or aggravated by excessive stress.
    f. Describe mental effects of unrelieved stress.

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a:intro

5. The student will select one drug and list three immediate and three long-term effects that the abuse of that drug has on the body.
   a. Define related terminology.
   b. Explain what a drug is.
   c. Explain how and why drugs are used.
   d. Identify the four classes of the most commonly abused drugs: stimulants, depressants, narcotics, hallucinogens.
   e. Describe the immediate physical and/or mental effects of commonly abused drugs in each classification.
   f. Describe the long-term physical and/or mental effects of commonly abused drugs in each classification.
   g. Describe the effects of abused drugs on the fetus.

6. The student will list three immediate and three long-term effects of alcohol on the body.
   a. Define related terminology.
   b. Compare kinds of alcoholic beverages.
   c. Explain the processes of absorption and breakdown of alcohol in the body.
   d. Describe possible immediate and long-term effects of alcohol on the body.
   e. Identify the effects of alcohol consumption on the fetus.

7. The student will list four diseases or conditions of the body in which cigarette smoking is a contributing factor.
   a. Define related terminology.
   b. Identify harmful materials in cigarette smoke.
   c. identify several immediate physical effects of inhaling smoke from one cigarette.
   d. Describe diseases or conditions of the body that result from smoking.
   e. Explain results of exposure to smoking.
   f. Describe the effects of cigarette smoking on the fetus.

8. The student will list three early signs and three complications of one sexually transmitted disease.
   a. Identify sexually transmitted diseases.
   b. Describe the method of transfer of certain sexually transmitted diseases (e.g., syphilis, gonorrhea, herpes).
   c. Describe the physical symptoms of certain sexually transmitted diseases.
   d. Discuss complications of certain sexually transmitted diseases.
   e. Describe effects of sexually transmitted diseases on the fetus and on the newborn infant of an infected female.

Suggested Learning Activities:

Review Smoke Stoppers Notebook (copyright material)
Silent self analysis of stress factors
View "Aids Alert" film
Review handout "Tobacco and Health"
Laboratory session - Johnson Hall aerobic exercise
Review handout - Decibel noise level chart and Municipal waste chart
Review handout - "Stress Test: A Scale For Rating Life Changes"
Review handout - "Defense Mechanisms"
Review handout - "Hazardous Combinations of Drugs"
Review handout - "Know Your Limit"
View-"How to Deal With Stress" Filmstrip and cassette, with poster series

Resources:

Text
Alcohol, Tobacco and Drugs - Worick and Schaller
Introduction to Patient Care - DuGas
Essential Competencies for Patient Care - Milliken and Campbell
Tobacco and Health - American Cancer Society
Environment and Health - Congressional Quarterly Inc.
Environmental Pollution and Control - P. Aarne Vesilind
Environmental Quality Management - Granville H. Sewell
Man, Health and Environment - Brent Q. Hefan
Environmental Health - John Phillips Jr.
Environmental Science - Truk and Wittes
Grantwood AEA 16mm Film - "Garbage Explosion" - #20-007 118
Grantwood AEA 16mm Film - "What Price Progress?" - #20-015 551
KHO 226 Depression "A Study of Abnormal Behavior"
In Home Care System - University of Missouri, Delmar Publishers Inc.
Saunders Encyclopedia of Medicine - Miller-Keane
Family/Individual Health - Texas Educational Agency
How to Deal With Stress - Filmstrip, cassette and posters. LRC Kit 88-804 Steven Bunnell. J. Weston Walch, Publisher.

Terminology:

addiction
BAC
biodegradable
CD
DT's
decibel
depressant
drug
drug tolerance
EPA
FAA
hallucinogen
inversion layer
motor
narcotic
OSHA
OTC
pollutant
puberty
STD
sensory
stimulant
stress
VD
vaso-constrictor
venereal

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a:intro

Competency:

Identify the community resources for promoting and maintaining health.

Objectives:

1. The student will identify five community resources involved in the promotion and maintenance of optimal health.
    a. Describe sources of help for the alcoholic (AA).
    b. Give the local hotline phone number for questions concerning drug abuse.
    c. Give the toll free phone number for advice related to sexually transmitted diseases (Operation Venus 800-523-1885).
    d. List phone numbers and local chapters of national organizations concerned with specified areas of health promotion (e.g., American Lung Association).
    e. Identify clinics available in the local community.

Suggested Learning Activities:

Review "What is AA?"
Call St. Lukes Hotline for taped messages
Visit Mercy Hospital Wellness Department and observe a fitness test
Research phone numbers for support groups

Resources:

Essential Competencies for Patient Care - Milliken and Campbell
St. Lukes Hospital
Mercy Hospital Wellness Department

Terminology:

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a:intro

Competency:

Explain the relationship between nutrition and health.

Objectives:

1. The student will list four reasons for eating a balanced diet.
    a. Define related terminology.
    b. Explain the role of nutrition in growth.
    c. Describe ways that physical, social, and emotional health depend on eating a balance diet.
    d. Describe how the body uses food for fuel.
2. The student will list six nutrients and give a food source for each.
    a. Define the term "nutrient".
    b. List the nutrients and identify the function of each.
    c. Identify the nutrients contained in common foods.
    d. Discuss the relationship between certain nutrients and their functional use.
3. The student will list the required number of servings from each of the Basic Four Food Groups for each of the following: the child, adolescent, the middle-aged adult, and the senior adult.
    a. Identify the Four Basic Food Groups.
    b. Discuss the standard number of servings of each of the Basic Four recommended for adults.
    c. Discuss the number of servings of each of the Basic Four recommended for the child, adolescent, middle-aged adult, and senior adult.
4. The student will list four factors that affect an individual's nutritional status.
    a. Define related terminology.
    b. Discuss the roles of meal planning, eating habits, and food availability in maintaining good nutrition.
    c. Discuss the factors that affect a person's eating habits.
    d. Identify the factors that promote good eating habits in children, adolescents, middle-aged adults, and senior adults.
    e. Discuss the usual food preferences of each age group.
    f. Identify the relationship between calorie intake, energy expenditure, rapid growth, and weight control.
    g. Identify high fuel and low fuel foods.
    h. Identify the common nutritional problems of each age group and the factors contributing to these problems.
    i. Identify the criteria necessary to assess a person's nutritional status.

Suggested Learning Activities:

Bulletin Board - Four Food Groups
Complete 7 day diet plan which will determine calories and food group distribution
Laboratory Session - Johnson Hall - Physical assessment of each student (including use of fat calypers)
Review Canadian Food Guide
View KH0548 - "Dangerous Dieting: The Wrong Way to Lose Weight"
View Film Slides - "Osteoporosis and You"
Review Handout - "Daily Dietary Allowances"
Review Handout - "The Nutrients"
Student will determine body frame by using Body Frame handout.
Student will weigh and compare weight to Ideal Weight handout.
Student will produce "Four Food Groups" bulletin board.

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Resources:

Text
Essential Competencies for Patient Care - Milliken and Campbell
Introduction to Patient Care - DuGas
"Dangerous Dieting: The Wrong Way to Lose Weight" - KCC KH0548
Iowa State Dairy Council, Film. Free Loan Program
"Family/Individual Health" - Texas Education Agency

Terminology:

calorie
nutrient
nutrition
-ose

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a:intro

IV. LIFE CYCLE

Competency:

Identify the needs and changes that occur during the developmental process of an individual.

Objectives:

1. Identify the sequential stages of the life cycle: infancy (infant, toddler), childhood (preschool and school aged child); adolescence; adulthood (adult, senior adult).

2. Describe developmental characteristics and capabilities of each stage of the life cycle.
   a. Discuss the concept of physical, social, emotional and intellectual growth and development during the life cycle.
   b. Link a physical, emotional, social and intellectual characteristic to each life cycle stage
   c. Identify problems related to human sexual relationships (sexually transmitted disease, homosexuality, premarital sex, family planning, pregnancy, etc.)

3. Describe the influences of heredity and environment on human development.

4. Discuss human needs according to Maslow's Hirarchy of Needs
   a. Identfy the sequence
      1) Physiological or survival needs (oxygen, food, water, sleep, sex)
      2) Safety needs (security, stability, physical safety)
      3) Need for love, affection, belonging
      4) Esteem needs (prestige, status, recognition)
      5) Need for self-actualization
   b. Contrast physical and psychological needs.

5. Identify the role family plays on an individual - old competency/objective #4
   a. Define the term "family"
   b. Identify four types of family units: nuclear, extended, single-parent, and blended
   c. Discuss four functions of tasks of a family unit
   d. Discuss individual family member roles

Suggested Learning Activities:

Lecture and discussion
Review Erikson's Stages in Human Life Cycle
Unit test
View "Teenage Blues - Coping With Depression" LRC Kit 88-805
Review Maslow's Hierarchy of Needs
View KHO 264 "Aging"
View KHO 279 "When You Grow Old"
Written essay discussing incidence of homosexuality in todays world.

Resources:

Introduction to Patient Care - DuGas
Essential Competencies for Patient Care - Milliken and Campbell
In Home Care System - University of Missouri, Delmar Publishers Inc.
"Teenage Blues - Coping With Depression" - Sunburst Communications, Pleasantville, NY 10570
KHO 264 "Aging"
KHO 279 "When You Grow Old"
Fundamentals of Nursing - Kozier and Erb (1986)

Terminology:

adolescent family
atherosclerosis
bisexual
blended family
constipation
extended family
heterosexual
homosexual
lesbian
nuclear family
osteoporosis

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a:intro

Competency:

Discuss loss as it occurs throughout the life cycle.

Objectives:

1. List examples of the wide variety of losses experienced in a life time.
2. Identify feelings that are experienced with loss:
   a) guilt
   b) depression
   c) sadness
   d) anger
   e) frustration
   f) shock
3. Identify special needs of persons at the time of loss.
4. Discuss common attitudes and feelings of care givers.

Suggested Learning Activities:

Lecture and discussion
View KHO 228 and 229 - "Living and Dying"
View KHO 141 and 142 - "Dying Part I and II"
Visit a Mortuary
Review Morgue Pack
Unit test
Review handout - "Five Stages of Grief"

Resources:

Text
"Family/Industrial Health" - Texas Education Agency
KHO 228 and 229 - "Living and Dying"
KHO 141 and 142 - "Dying Part I and II"

Terminology:

enthanasia
hospice care
No Code Blue
PMC
rigor mortis

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a:intro

Competency:

Identify the various types of family units and their functions.

Objectives:

1. The student will list five tasks or functions of a family unit.
   a. Define the term "family".
   b. Discuss the roles of each member of the family unit.
   c. Discuss the importance of families in meeting physical needs (provisions of food, clothing, and shelter), emotional needs (security, love, acceptance), social needs (interaction with parents, siblings) and intellectual needs (transmission of skills and values).

2. The student will describe four types of family units.
   a. Identify four types of family units: nuclear, extended, single-parent, and blended.
   b. Discuss examples of each family unit type.

3. Discuss the most common problems, (social, educational, and physical), associated with adolescent families.

Suggested Learning Activities:

Lecture and discussion
Unit test

Resources:

Fundamentals of Nursing "Kozier and Erb (1986)"

Terminology:

adolescent family
blended family
extended family
nuclear family

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Competency:

Understand the reproductive process.

Objectives:

1. The student will label diagrams of the male and female reproductive systems and describe the physiology of the reproductive process.
   a. Compare the male and female reproductive systems by:
      1) Defining related terminology.
      2) Identifying the essential organs, ducts, supportive sex glands, and external genitalia and describing their functions.
      3) Describing the process of fertilization, implantation, and fetal development from zygote to embryo to fetus.
   b. Label the reproductive organs.

2. The student will identify three physiological changes that occur during puberty.
   a. Define related terminology.
   b. Describe the physiological changes of puberty.
      1) Change in body proportions
      2) Growth of auxiliary and pubic hair
      3) Developed genitalia
      4) Development of breasts in the female
      5) Voice differences
      6) Onset of menstruation in the female, ejaculation in the male
      7) Increased hormonal activity, increased perspiration, and the development of acne

3. The student will list three reasons for obtaining prenatal care early in pregnancy.
   a. Relate the principles of good maternal nutrition, rest, exercise, prevention of infection, and the avoidance of alcohol, drugs, tobacco, and caffeine to the process of fetal development.
   b. Discuss the importance of medical supervision during pregnancy to ensure that maternal health problems are detected, carrying a fetus to full term is possible, the nutritional needs of mother and fetus are being met, etc.

Suggested Learning Activities:

Lecture and discussion
View Lamaze Film
View 16 mm KCC Film - "Labor and Delivery"
Review Chart of Female Reproductive System
Visit Mercy Hospital Birthing Room
Unit test

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a:intro

Resources:

Text
Saunders - Review for LPN's
Intro to Patient Care - DuGas
Lamaze Center - St. Lukes Hospital

Terminology:

- abortion
- benign
- conception
- D and C
- -ectomy
- fertilization
- gyne-
- -hyster
- implantation
- impotent
- insemination
- -itis
- malignant
- O.B.
- ovulation
- sterile
- V.D.
- viable
- V.D.
- O.B.

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a:intro

V. TERMINOLOGY

Competency:

Understand medical terms and abbreviations commonly used in the health care setting.

Objectives:

1. Define given medical terms.
2. Define common abbreviations and acronyms used in health care.
3. Define common word roots, suffixes, prefixes, and combining vowels.
4. Describe how to build medical terms from the four word parts.

Suggested Learning Activities:

Lecture and discussion
Handout of required words - Flashcard game
Assign specialties home work - use telephone book
Quiz Page 45 in "Being a Nursing Assistant" - workbook

Resources:

Text
Workbook
Saunders - Encyclopedia and Dictionary of Medicine, Nursing, and Health - Miller-Keane

Terminology:

See attached list

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Vocabulary List

Abbreivations

A. C.

ADL

BID

BP

BRP

CD

CS

CVA

DC

EEG

EKG

FF

GI

H. S. or h.s.

H2O

I & O

IV

NPO

O2

OR

OT

P. C.

P. O. or p. o.

Pre-op

PRN

PT

q

qd

QID

RBC

Rec T

ROM

RT

S.O.B.

STAT

TID

TLC

TPR

VD

WBC

Wt.

Word Roots (combining forms)

cardi/o

cephal/o

chol/e

Col/o

cyst/o

gastr/o

hem/o - hemat/o

hep/a - hepat/o

ortho/o

oste/o

path/o

pneum/o

ren/o

vas/o

Suffixes

-ectomy

-itis

-ology

-ostomy

-otmy '

-scope

Words

acute

ambulatory

anorexia

anterior

benign

chronic

cyanosis

decubitus ulcer

deep

diagnosis

diastolic

dyspnea

edema

emesis

malignant

neo-natal

posterior

prognosis

prone

superficial

supine

systolic

Prefixes

a, an-

anti-

dis-

dys-

epi-

hyper-

hypo-

inter-

intra-

para-

peri-

poly-

sub-

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a:intro

Competency:

Use appropriate medical terms and abbreviations in communicating with others in the health care setting.

Objectives:

1. Use lay terms when communicating with patients.
2. Use correct pronunciation when using medical terminology.
3. Use correct spelling when writing medical terms.

Suggested Learning Activities:

Lecture and discussion
Flash card game - spelling
Unit test

Resources:

Text
Saunders "Encyclopedia" - Miller-Keane
Spelling Text - "Being a Nursing Assistant" - workbook
Websters Medical Speller

Terminology:

Lay terms

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a:intro

Competency:

Understand how to use medical dictionaries.

Objectives:

1. List resources available for defining medical terms.
2. Demonstrate how to use medical dictionaries in locating given terms.

Suggested Learning Activities:

Lecture and discussion
Grab bag assignment testing use of a dictionary

Resources:

Text
Saunders "Encyclopedia" - Miller-Keane
Tabers Medical Dictionary
Websters Medical Speller

Terminology:

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a:intro

VI. MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

Competency:

Maintain a safe environment.

Objectives:

1. Identify general safety rules: walk, use handrails, check labels, wipe up spills, no horseplay, follow directions, report injuries, etc.
2. Discuss the importance of following safety rules.
3. List chemicals frequently used in home, school,and health care settings.
4. Identify safety rules for medications in the home, including storage and disposal.
5. Identify safety rules to follow when handling chemicals.
6. List examples of electrical equipment used in home, school, and health care settings.
7. Identify safety rules to follow when using any electrical equipment.

Suggested Learning Activities:

View Tape KCC 555 "Older Adults and Their Medicines"
Lecture and discussion
Home Safety Check System - Cedar Rapids Fire Department
Quiz #1 - Safety Factors

Resources:

Introduction to Patient care - DuGAS
Essential Competencies for Patient Care Milliken-Campbell
In Home Care Systems - University of Missouri, Delmar Publishers, Inc.
KCC 555 - "Older Adults and Their Medicines"

Terminology:

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a:intro

Competency:

Demonstrate the principles of good body mechanics.

Objectives:

1. Define the term body mechanics.
2. Explain the principles of body mechanics.
3. List the rules of correct body mechanics.
4. Identify lifting techniques: grasp firmly, use leg muscles, load close to body, do not twist, get help if too heavy.
5. Identify reaching techniques: use stool or ladder, stand close to object, do not strain, palms up and lower object.
6. Identify pushing techniques: stand close to object, crouch down with feet apart, bend elbows and push as chest level, lean forward with chest and shoulders near object, back straight, push with legs.
7. Identify pulling techniques: feet apart, one behind the other, grasp object firmly, close to its center of gravity, couch leaning away from object, pull by using legs, keep back straight, walk backwards.
8. Place objects to be worked with at the correct working level to prevent fatigue and/or strain.

Suggested Learning Activities:

Lecture with overheads
Practice bed levels and patient procedures in Cored lab.
View KHO 13 - Lifting and Moving the Patient
View KHO 38 - Transfer and Ambulation
Unit test

Resources:

Text
"Introduction to Patient Care" - DuGas
KHO 13 - "Lifting and Moving the Patient"
KHO 38 - "Transfer and Ambulation"

Terminology:

alignment
body mechanics

7/23/87 skd
a:intro

Competency:

Identify community agencies involved in accident prevention.

Objectives:

1. Identify community agencies that assist with accident prevention in the work place.
2. Complete a simple accident report.
3. Discuss reasons for reporting accidents.

Suggested Learning Activities:

Lecture and discussion
Fill out an incident report from LCW - sample problem.

Resources:

Text
Introduction to Patient Care - DuGas
Saunders Encylopedia - Miller-Keane
Incident Report - LCW

Terminology:

OSHA

7/23/87 skd
a:intro

Competency:

Recognize and prevent hazards in a health care setting.

Objectives:

1. Discuss the importance of safety in long term care facilities.
2. List the two most common accidents that result in injury to patients.
3. Identify and discuss the physical changes in the elderly and disabled that increase the possibility of accidents.
4. Practice safety precautions to assist in preventing falls.
5. Demonstrate safe guarding a falling patient.
6. Practice safety precautions to assist in preventing burns.
7. Identify and discuss methods for preventing hazardous conditions in health care settings.
8. Identify policies, from a sample health institution, that are concerned with safety.

Suggested Learning Activities:

Lecture and discussion
Review Safety Manual LCW
Demonstrate safety features of equipment in cored lab
Apply safety restraints and a chest posey in cored lab
Unit test

Resources:

Intorduction to Patient Care - DuGas
Text
Safety manual - LCW and LCE - St. Lukes

Terminology:

grounded plug
gurney
posey restraints
thermal
w/c

7/23/87 skd
a:intro

Competency:

Explain what to do in case of emergencies.

Objectives:

1. List three general steps to take in any emergency: don't panic, seek help, protect patient and self.

2. Given an emergency situation, describe an appropriate action.

3. Demonstrate 3 simple techniques to deal effectively and safely with combative clients.

Suggested Learning Activities:

Lecture and discussion
Play act several common emergencies.
a. Fainting
b. Heart attack
c. Fallen resident

Resources:

Text
Essential Competancies For Patient Care - Milliken and Campbell

Terminology:

Code Blue or Code Red
STAT

7/23/87 skd
a:intro

Competency:

Discuss fire prevention and safety.

Objectives:

1. Identify and discuss what fire safety and prevention means.
2. In your institution, find and read your fire safety plan.
3. Identify your role as a health care worker in handling a fire emergency and the importance of participation in fire drills.
4. Identify and discuss the rules for "safe" smoking that you need to observe.
5. Identify and discuss how electrical fires begin and the rules to follow to prevent electrical fires.
6. Identify and discuss the safety precautions for oxygen therapy.

Suggested Learning Activities:

Lecture and discussion
Review Fire Drill Manual - LCW
Review Emergency Plan - KCC
Unit test

Resources:

Text
Essential Competencies for Patient Care - Milliken adn Campbell
KCC Emergency Plan
LCW Fire Drill Manual

Terminology:

combustible
fire prevention
fire safety
oxygen flowmeter

7/23/87 skd
a:intro

VII. INFECTION CONTROL

A. Medical Asepsis

Competency:

Understand the nature of microorganisms.

Objectives:

1. Contrast non-communicable and communicable disease, identifying the cause of communicable disease as pathogenic microorganisms.

2. Classify pathogenic microorganisms as follows:

   a. Virus - smallest parasite, lives in living cells, causes colds, influenza, mumps, smallpox, polio, etc.
   b. Bacteria - cocci (round), spirochetes (spiral shaped), bacilli (rod shaped), cause pneumonia, strep throat, tuberculosis, tetanus, etc.
   c. Rickettsie - complete cell unit, carried by insects, causes typhus, rocky mountain spotted fever. (A sub division of bacteria).
   d. Protozoa - largest of microbes, cause malaria, amoebic dysentery, sleeping sickness, etc.
   e. Molds and fungi (yeasts) - multicellular plants, cause ringworm, athlete's foot, thrush, etc.

Suggested Learning Activities:

Lecture and discussion
Unit test

Resources:

Text
Introduction to Patient Care - DuGas
"Essential Competencies For Patient Care" - Milliken and Campbell.

Terminology:

C.D.
communicable disease
fermentation
microorganism
pathogen

7/23/87 skd
a:intro

Competency:

Understand the way in which microorganisms are spread.

Objectives:

1. List the factors condusive to the growth of microorganisms.
2. Identify the ways microorganisms are spread.
3. Discuss the terms infection, reinfection, and cross-infection.
4. Discuss the body defenses against microorganisms.

Suggested Learning Activities:

Lecture and discussion
Short written essay about Louis Pasteur or Joseph Lister
KHO 191 - Antibiotics - The Micro Warriors
Unit test

Resources:

Text
Essential Competencies For Patient Care - Milliken and Campbell
"Saunders Review for LPN's" - Saunders
Introduction To Health - KCC
KHO 191 - "Antibiotics - The Micro Warriors"

Terminology:

aseptic
cross-infection
infection
reinfection
spore

7/23/87 skd
a:intro

Competency:

Understand the purpose of medical asepsis.

Objectives:

1. Define medical asepsis.
2. Identify the reasons that medical asepsis is important.
3. Identify some practices that the health care worker can do to demonstrate an understanding of medical asepsis.

Suggested Learning Activities:

Lecture and discussion

Resources:

Text
Introduction to Patient Care - DuGas

Terminology:

medical asepsis

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a:intro

Competency:

Demonstrate proper handwashing technique.

Objectives:

1. Identify and discuss the reasons for good handwashing.
2. Identify and discuss the rules to follow regarding handwashing that demonstrates your understanding of medical asepsis.
3. Demonstrate the ability to correctly wash your hands using principles of medical asepsis.
4. List the steps of handwashing technique.
5. Give reasons for performing each step in handwashing technique.

Suggested Learning Activities:

Lecture and discussion
Glo-germ and ultra violet light demonstration
Technique demonstration and return demonstration by student
View KHO 49 - Handwashing
Unit test

Resources:

Text
KHO 49 - Handwashing

Terminology:

contaminated

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a:intro

Competency:

Handle patient care objects in aseptic manner.

Objectives:

1. List the rules to follow when handling objects in an aseptic manner.
2. Serve a food item to a fellow student.
3. Define the terms contaminated, clean, dirty, sterile.
4. Identify rules and common practices to maintain a clean environment in daily living and patient care.

Suggested Learning Activities:

Lecture and Discussion
Demonstration of Aseptic Food Handling

Resources:

Text
Essentials Competencies For Patient Care - Milliken and Campbell

Terminology:

clean
dirty
sterile

7/23/87 skd
a:intro

B. Sterilization and Disinfection

Competency:

Understand the methods used for disinfection and sterilization.

Objectives:

1. Define the terms sterilization and disinfection.
2. List three methods for sterilization.
3. List the methods for disinfection.
4. Identify the chemicals that can be used to disinfect the skin.
5. Identify the chemicals that can be used to disinfect equipment.
6. Describe the methods of steam autoclave, gas autoclave, and chemical bath.
7. Identify the items that can be sterilized by the three methods of sterilization.

Suggested Learning Activities:

Lecture and Discussion
View Overheands on Methods of Sterilization
Unit test

Resources:

Text
Essentials Competencies For Patient Care- Milliken and Campbell
Introduction to Patient Care - DuGas
"Introduction to Health" - KCC

Terminology:

antiseptic
autoclave
disinfection
sterilization

7/23/87 skd
a:intro

Competency:

Clean instruments and equipment.

Objectives:

1. Disinfect selected items with a chemical disinfectant, such as alcohol.
2. Disinfect selected items with pasteurization process.

Suggested Learning Activities:

Lecture and Discussion
Laboratory class to complete objecetives

Resources:

Text
"Introduction to Health" - KCC

Terminology:

pasteurization

7/23/87 skd
a:intro

Competency:

Package equipment/supplies for sterilization.

Objectives:

1. List the procedures for packaging items for steam, gas, and chemical sterilization.
2. Demonstrate the correct wrapping technique for packaging items for sterilization.
3. Demonstrate use of sterile forceps.
4. Pour a sterile liquid into a sterile container.
5. Unwrap sterilized items in an aseptic manner and obtain contents.
6. Discuss the reasons for not reprocessing disposable items labeled "for single use only."
7. Outline the common practices used in sterile technique.

Suggested Learning Activities:

Lecture and Discussion
Lab class demonstration and return demonstrations by students
View KHO 18 Sterile Technique
View KHO 52 Preparing a Sterile Field

Resources:

Text
Introduction to Health - KCC
Introduction to Patient Care - DuGas
KHO 18 - Sterile Technique
KHO 52 - Preparing a Sterile Field

Terminology:

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a:intro

C. Isolation

Competency:

Safely care for a patient in isolation.

Objectives:

1. Discuss the purpose of isolation.
2. List at least four reasons for isolating patients.
3. Identify and discuss the two basic types of isolation: regular and reverse.
4. Explain the necessities of protective and strict isolation.
5. Briefly discuss the other types of isolation: enteric, wound, and skin, and respiratory.
6. List the more common illnesses that are included in each type of isolation.
7. Discuss the psychological effects of isolation on the patient.
8. Briefly discuss the use of face masks worn in isolation units.
9. Describe and demonstrate the procedure for putting on and removing masks.
10. Discuss the use and purpose of the isolation gown.
11. Demonstrate the procedure for putting on and removing an isolation gown.
12. Demonstrate the procedure for applying and removing sterile gloves.
13. Identify equipment and articles to be handled as contaminated items and discuss the proper handling of such items.
14. Discuss the reasons and procedures for double bagging equipment and articles.
15. Demonstrate the procedure for removing contaminated items from an isolation unit.

Suggested Learning Activities:

Lecture and Discussion
Make color code cards for seven types in Catagory A
Demonstrations of using isolation masks, gowns, and gloves. Return demo by students.
View KHO 51 - "Sterile Gloving"
Demonstration of sterile gloving. Return demo by students.
Demonstration of double bagging and return demo by students.
View KHO 22 Isolation Techniques
Unit test

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Resources:

Text
Essential Competencies for Patient Care - Milliken and Campbell
Introduction to Health - KCC
Saunders Encyclopedia
Control Disease Center, Atlanta GA Bulletin
KHO 51 - "Sterile Gloving"
KHO 22 - Isolation Techniques

Terminology:

CDC
enteric
noscomical infection
reverse isolation
strict isolation

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a:intro

VIII. OBSERVING AND RECORDING

A. Perform General Observation

Objectives:

1. Describe the difference between subjective and objective observation and reporting.
2. Describe the use of the senses in collecting data and making observations.
3. Explain why observations need to be reported promptly, accurately, and objectively.
4. Identify the physical and emotional changes that you should observe.
5. Describe a systematic physical assessment utilizing a head to toe approach:
    a. Apparent state of health
    b. Signs of distress
    c. Skin color
    d. Stature and body build
    e. Posture, motor activity, and gait
    f. Dress, grooming, and personal hygiene
    g. Odors of body and breath
    h. Manner, mood, relationship to persons and things around client
    i. Speech
    j. State of awareness, consciousness
    k. Presence of supportive or monitoring devices and their function
    l. Facial expression

Suggested Learning Activities:

Lecture and discussion.
Review handout of 12 points of systematic physical assessment.
Unit test

Resources:

Text
Essential Competancies for Patient Care - Milliken and Campbell

Terminology:

cyanosis
gait
objective
subjective

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a:intro

B. Vital Signs

Competency:

Measure and record a patient's vital signs.

Objectives:

1. Explain what vital signs are and identify abbreviations for each.
2. Identify the normal ranges for the adult temperature, pulse, respiration, and blood pressure.
3. Identify factors that affect vital signs: age, sex, emotions, time, exercise, and environment.
4. Identify the ways the body produces heat and loses heat.
5. Define body temperature and discuss how body temperature can be measured.
6. Discuss the care of glass thermometers.
7. Identify normal body temperature in both fahrenheit and centigrade scale.
8. Read a glass and electric thermometer correctly.
9. Discuss the factors that determine the need for rectal, oral, axillary methods of obtaining temperature.
10. Demonstrate the procedure for taking oral, rectal, and axillary temperatures.
11. Identify precautions needed to insure patient safety when using glass oral or rectal thermometers.
12. Discuss the use of other types of thermometers; i.e., single use paper, plastic, etc.
13. Identify 8 sites commonly used to assess pulse.
14. Define and discuss the terms rate, rhythm and forces of beat.
15. Identify normal pulse rates for adult, child, and geriatrics.
16. Discuss the difference between apical and radial pulse.
17. Demonstrate the procedure for taking apical and radial pulse, and measuring an apical pulse deficit.
18. Discuss the abnormal qualities of pulse that should be reported to a supervisor.
19. Identify the parts and correct usage of a stethoscope.
20. Discuss normal respiratory rates and patterns for infants, children, and adults.

21. Identify three abnormal patterns of respiration.
22. Describe and demonstrate the procedure for assessing respirations.
23. Define and discuss the term blood pressure.
24. Identify four factors that control blood pressure.
25. Define the terms diastolic and systolic.
26. Identify the types of instruments used to assess blood pressure.
27. Demonstrate the correct procedure for measuring blood pressure with digital, aneroid, and mercury sphymomanometer.
28. Correctly record patient vital signs.
29. Discuss the relevance of abnormally high or low values of vital signs.
30. Identify common mistakes which cause inaccurate vital sign assessment.

Suggested Learning Activities:

Lecture and discussion
Lab practice using required equipment.
Outside assignment. Take vitals of five family members or friends.
Unit test
Student will produce a bulletin board display of vital signs normals.

Resources:

Text
Essential Competancies for Patient Care - Milliken - Campbell

Terminology:

(AX)
Apex
Apnea
Arrhythmia
Axilliary
BP
Bradycardia
Cheyne-Stokes
diastolic
dyspnea
excretion
force of pulse
P
R
(R)
Rate of pulse
Rhythm of pulse
stertorous
systolic
T
tachycondria

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a:intro

IX. ACTIVITIES RELATED TO PATIENT CARE, SAFETY AND COMFORT

A. Patient Care, Safety

Competency:

Verify patient identification to locate correct client for any specific purpose.

Objectives:

1. Describe the procedure for identifying a patient for treatment.
2. Discuss the types of identification used in hospitals.
3. Demonstrate the procedure for identifying a patient by looking at chart, patient ID tag, and asking the patient for their full name.

Suggested Learning Activities:

Lecture and Discussion
Sample ID bands - LCW

Resources:

Text

Terminology:

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a:intro

Competency:

Employ safety precautions to prevent falls or other accidents.

Objectives:

1. Discuss the common factors associated with patient falls.
2. Review environmental hazards that can lead to accidents.
3. Demonstrate assisting a patient in ambulation with care to prevent falls.
4. Demonstrate safeguarding a falling patient.

Suggested Learning Activities:

Lecture and Discussion
Laboratory demonstration of breaking a fall

Resources:

Text

Terminology:

7/23/87 skd
a:intro

Competency:

Employ safety precautions in applying restraints.

Objectives:

1. Identify and discuss the precautions and uses of restraints.
2. Discuss and demonstrate the ability to safety apply restraints.

Suggested Learning Activities:

Lecture and Discussion
Lab practice - applying restraints

Resources:

Text
"Essential Competencies For Patient Care" Milliken and Campbell

Terminology:

Posey Restraints

7/23/87 skd
a:intro

Competency:

Employ safety precautions to prevent burns.

Objectives:

1. Discuss situations that are conducive to burn accidents.
2. Practice safety precautions when using heat producing equipment, when bathing patients, or when providing smoking material to clients.

Suggested Learning Activities:

Lecture and discussion

Resources:

Text

Terminology:

thermal

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a:intro

Competency:

Transport a client safety in a wheelchair.

Objectives:

1. Identify and discuss the safety precautions involved in the use of wheelchairs.
2. Demonstrate the transport of a client in a wheelchair.

Suggested Learning Activities:

Lecture and Discussion
Lab practice with wheelchair

Resources:

Text
"Introduction to Patient Care" - DuGas

Terminology:

7/23/87 skd
a:intro

B. Lifting, Moving and Positioning Clients

Competency:

Adjust a hospital bed for different positions.

Objectives:

1. Point out the component parts of a hospital bed and controls for adjustment.
2. Demonstrate the adjustment of a bed for Fowler's, supine, and trendelenburg positions.
3. Demonstrate the adjustment of side rails and foot brakes.

Suggested Learning Activities:

Lecture and discussion
Overhead viewing
Demonstration and return demo in laboratory

Resources:

Text
Introduction to Health - KCC

Terminology:

alignment
Fowlers position
prone
Semi-Fowlers
supine
trendelenburg position

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a:intro

Competency:

Move a patient into different positions.

Objectives:

1. Relate the principles into different positions.
    a. Identify the guideline for positioning patients (demonstrate Sims, Lateral, Semi-Fowlers, and Prone).
    b. Identify supportive devices used to maintain patient alignment.
    c. Describe ten postural deviations.

2. Demonstrate moving a patient up in bed; to side of bed; roll over; and sitting.

3. Transfer a client from bed to chair or wheelchair and reverse.

4. Transfer a client from bed to stretcher and reverse.

5. Pull a client to standing position using correct body positioning.

6. Ease a client from standing to sitting position.

7. Support a patient during ambulation and discuss mechanical aids for walking.

Suggested Learning Activities:

Lecture and Discussion
View KHO 30 - Positioning to Prevent Contractures
Lab demonstration and return demos by students
View KHO 13 - Lifting and Moving
Review Overheads

Resources:

Text
Essential Competencies for Patient Care - Milliken and Campbell
KHO 30 - Positioning to Prevent Contractures
KHO 13 - Lifting and Moving

Terminology:

contracture
dangling
lateral
log roll
Sims position
walker

7/23/87 skd
a:intro

Competency:

Safely operate mechanical lift devices.

Objectives:

1. Identify and discuss the safety precautions involved in the operation of portable mechanical lifts to move patients.
2. Demonstrate the use of mechanical lift to move a client.

Suggested Learning Activities:

Lecture and Discussion
Demonstration and return demo using Hoyer Lift

Resources:

Text
Hoyer Lift Instruction Manual

Terminology:

7/23/87 skd
a:intro

C. Perform Activities Related to Mobility

Competency:

Provide passive and active range of motion exercise to maintain joint mobility.

Objectives:

1. Explain the purpose and effects of passive and active range of motion, and isometric exercises.
2. Identify complications of bed rest and the reason these problems develop for the immobile patient.
3. Discuss the procedure for range of motion.
4. Demonstrate active and passive range of motion.
5. Demonstrate isometric exercise.

Suggested Learning Activities:

Lecture and Discussion
View KHO 35 - Range of Motion Exercises
Demonstration and Return student demonstrations
Review handout - Range of Motion
View Handout - "Dangers of Going to Bed"
Unit test
View Tape 560 - "Passive Range of Motion"
Student will present a bulletin board showing basic concepts of Range of Motion.

Resources:

Text
Introduction to Health - KCC
Essential Competencies for Patient Care - Milliken and Campbell
In Home Care System - University of Missouri, Delmar Publishers Inc.
KHO 35 - Range of Motion Exercises
KHO 560 - "Passive Range of Motion"

Terminology:

abduct
active exercise
adduct
atrophy
eversion
extend
flex
hyper extend
inversion
isometric exercise
opposition of thumb
passive exercise
R.O.M.
rotate

D. Recreational therapy in a extended care setting.

Competency: Understand the role of a recreational therapist in a extended care setting.

Objectives:

1. Describe the educational requirements for becoming a recreational therapist.
2. Discuss the responsibilities of the therapist to the individual resident.
3. Discuss common group activities planned and carried out for residents.
4. Discuss responsibility to integrate recreational therapy with other therapies.

Suggested Learning Activities:

Lecture and Discussion
Visit recreational therapy department at Living Center West and assist with birthday or holiday party.

Resources

Essential Competencies for Patient Care - Milliken and Campbell
Therapeutic Recreation: A Helping Profession - Gerald S. O'Marrow

Terminology

7/23/87 skd
a:intro

Competency: Be able to understand and perform basic emergency procedures.

Objectives:

1. Perform cardiopulmonary resuscitation
2. Perform basic first aid procedures.

Suggested Learning Activities:

Read text - American Red Cross, CPR, 1987 edition
View demonstrations
Practice with manikins
View tape KHO 383 - CPR for Citizens
View tape KHO 543 CPR - Action for Life
Written examination - CPR
Read text Red Cross Multimedia Basic First Aid student workbook
View KHO tapes 356 thru 361
Laboratory practice using required materials
Written test - Red Cross

Resources

American Red Cross CPR manual - 1987
Laboratory equipment and manikins
KHO tapes
American Red Cross Multimedia manual
KHO tapes and laboratory equipment

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a:intro

NURSE AIDE/ORDERLY

I. ORIENTATION

Competency:

Recognize the nurse aid role and give care within that role.

Objectives:

1. Discuss the difference between long term care facilities and acute care facilities.
2. Review care given in long term care, intermediate, and home care settings.
3. Identify the types of patients and the types of illness found in long term care facilities.
4. Recognize how care may change because of patient's age and condition.
5. Adapt patient care for the pediatric patient.
6. Review the legal ethical responsibilities of the aide/orderly.
7. Examine records kept on patients and identify the aide/orderly responsibility in keeping accurate records.
8. Identify the titles used for nurse aide, the meaning of C.N.A., and the number of hours required for certificate.

Suggested Learning Activities:

Lecture and discussion
Visit acute care pediatric unit
Visit long term care pediatric unit
Write a patient care study, using the following outline, after sufficient clinical hours with patient.

Resources:

Text
Computer Care Plan - Living Center East

Terminology:

C.N.A.

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PATIENT CARE STUDY OUTLINE

This outline is intended for use as a guide to obtain a complete picture of a patient and the care provided. Some sections will not pertain to all patients, and some information may not be available either from the patient or the chart. Use only the patients first name.

General Information:

- Name
- Age
- Religion
- Sex
- Nationality
- Race
- Marital Status
- Family

Brief Social History of Patient:

- Birth place
- Economic status of parents
- Education
- Marriage and Family
- Job and economic status
- Pertinent social interests of patient

Family Medical History:

Brief Medical History of Patient:

- Notable previous short term illness
- Chronic illnesses
- Summary of present state of health
- Present diagnosis
- Prognosis

Summary of Previous and Present Therapy:

- Previous therapy (major)
- Present therapy
- Current medications and their intended effect on patient

Future Plans of Patient:

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Patient Information Guide

I. Physical, Emotional, and Social observations

- A. Physical
  - 1. General appearance
    - a. Body build, weight, height, posture, gait
    - b. General day to day appearance
    - c. Changes in appearance
    - d. Appearance before illness
  - 2. Symptoms and signs
    - a. Temperature
    - b. Pulse
    - c. Respiration
    - d. Blood pressure
    - e. Color
    - f. Appearance of skin
    - g. Specific complaints such as pain, nausea, fatigue and usual pattern of specific complaints
    - h. Intake and output
    - i. Other physical symptoms
  - 3. Previous state of health
    - a. Number of hospital admissions
    - b. Contact with other health agencies outside of the hospital

- B. Emotional and Social
  - 1. Behavior
    - a. Adjustment to illness, roommates, staff, therapy
    - b. Previous behavior (collection of observations made by patient and by family and/or friends)
    - c. Usual day-to-day behavior-interest, occupation, general frame of mind or spirits
    - d. Change in behavior-circumstances at time of change and before and after change
    - e. Family relationships-at home, reaction to visitors, reaction to lack of visitors, family interest, family members who seem to help
  - 2. Social Activities
    - a. Usual way patient likes to spend time
    - b. Amount of free time available and how used
    - c. Friends or lack of friends
    - d. Activities in home or outside home or both
  - 3. Family
    - a. nationality
    - b. Birthplace
    - c. Religion
    - d. Place in family - (mother, father, widow, etc.)
    - e. Siblings
    - f. Children
    - g. Language spoken at home

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- 4. Mental ability and education
    - a. Vocabulary and speech
    - b. Ability to understand explanations
    - c. Ability to carry out functions in relation to care needed
    - d. Ability to repeat actions
    - e. Ability to retain knowledge
    - f. Ability to make suggestions
    - g. Amount of schooling
    - h. Kind of schooling
    - i. I..Q. - if psychological testing has been done
- 5. Household
    - a. Importance to patient
    - b. Importance to family
    - c. Patient satisfied or dissatisfied
    - d. Location of home
    - e. Physical set-up of home
- 6. Finances
    - a. Kind of work patient has done
    - b. Income of patient and family
    - c. Use of public assistance or private funds - acceptance of, reaction to

II. Self Care
(Include factors such as patients interest in doing, specifically how the activity is done, progression in doing activities)

A. Personal Hygiene
- 1. Bathing
    - a. Done by whom
    - b. Usual method (tub, shower, bed)
    - c. Frequency
- 2. Nails
    - a. Cared for by whom
    - b. Usual appearance
- 3. Hair
    - a. Cared for by whom
    - b. Where does care usually take place
    - c. Usual appearance
- 4. Shaving
    - a. By whom
    - b. Frequency
    - c. Usual appearance

B. Grooming and appearance
- 1. General appearance
    - a. Neat
    - b. Untidy
    - c. Interest in
- 2. Use of cosmetics
    - a. Use of-by self or with help
    - b. Interest in

3. Dressing
    a. By whom
    b. Difficulties involved, special devices used

C. Eating
1. Type of food
2. Appetite
3. Likes and dislikes
4. Assistance necessary-special devices
5. Ability to feed self

D. Elimination
1. Continency
    a. Facility used-(bed pan, toilet, urinary catheter)
    b. Daily output of urine and stool
2. Bowel patterns-(constipation, laxatives used, continency)
3. Need for special training schedule and management

E. Activity
1. Bed activities
   Ability to turn, pull, lift, and attain sitting position
2. Special devices used for bed activities (bar, trapeeze, etc.)
3. Ability to go from bed to chair, from bed to wheelchair, form wheelchair to bed
4. Ability to return to bed
5. Ability to stand
6. Walking and stair climbing
7. Use of any devices in standing and walking
8. Tolerance for activity
9. Amount of activity advised in comparison to that carried out
10. Activity on unit and off unit

F. Rest
1. Usual habit
2. Prescribed amount in comparison to amount taken
3. Problems of maintaining or securing rest-when and how helped
4. Nocturnal habits

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Conclusion - patient report

Your relationship with your patient
- Summarize your course with the patient
  - Include phases of rapport, trust, communication and termination
    - When and how established
    - Was it continuous or fluctuating
  - What were your goals with this patient
    - Were they accomplished-how

  - In retrospect, what other or new goals would you set
    - Suggestions for meeting them
  - How was this relationship meaningful to the patient
    - What needs did you fulfill for the patient
    - Could you have fulfilled others-how
    - Does the patient have needs you cannot meet but that you recognize (other than physical or medical)
  - Include any part from your interactions which you feel is important in answering the above questions. They can be a useful tool in analyzing your course with the patient.

How was the experience helpful to you
- Aside from specific procedures and information about your own patient
  - What did you learn about patients, illness, and caring for sick or elderly in general
  - How will this play a part in your future plans
  - Has it changed any previous ideas of yours
  - Did it have a special meaning for your
- What did you learn about yourself

How would you change the way things were done if we could do it all over again
- To better serve the patient
- To better serve your own goals
  - (This includes the way things were taught)

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II. PERSONAL CARE OF PATIENTS

Competency:

Organize and maintain a patient's unit.

Objectives:

1. Describe the patient unit and briefly discuss the major items that are usually in the unit for personal care.
2. Identify tasks involved in assuring that the resident's unit is safe and completely furnished.
3. Identify the disposable equipment that could be in a patient unit.
4. List and briefly discuss the large equipment needed for patient care and treatments that you may see in a long term care facility.

Suggested Learning Activities:

Lecture and discussion
Cored laboratory equipment

Resources:

Text

Terminology:

A-P mattress
egg crate mattress
geri chair
ottoman
urinal

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Competency:

Give a bed bath.

Objectives:

1. Briefly review the structure and function of the skin.
2. Discuss the rules to follow when giving a bed bath to a resident.
3. Discuss 5 purposes for giving a bed bath and differing needs of patients in regard to bathing.
4. Discuss when a partial bed bath should be given.
5. Recognize the importance of giving thorough perineal care.
6. Watch a demonstration of a complete bed bath and return demonstration.

Suggested Learning Activities:

Lecture and discussion
Bath demonstration
Return demonstration by student
Clinical observation by instructor

Resources:

Text
"Saunders Review for LPN's" - Saunders

Terminology:

bath blanket
genital
perineal

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a:naid

Competency:

Provide skin care and massage or back rubs.

Objectives:

1. Define and discuss the term decubitus ulcer.
2. Discuss the cause of decubitus ulcer.
3. Identify the conditions that can lead to the formation of or worsening of a decubitus ulcer.
4. Describe the signs and symptoms of a decubitus ulcer.
5. Discuss the prevention of decubitus ulcers.
6. Identify and discuss the various special equipment you may use in the prevention of decubitus.
7. Discuss and demonstrate back rubs.

Suggested Learning Activities:

Lecture and discussion
View overheads (1) Pressure Points (2) Protective Devices
Laboratory demonstration and return demonstration by students
Clinical observation by instructor

Resources:

Text

Terminology:

clinitron bed
decubitus ulcer
integumentary
moon boots
skin pressure point

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a:naid

Competency:

Assist the patient in bathing and showering.

Objectives:

1. Demonstrate the ability to assist the patient with a tub bath and or whirlpool bath.

2. Discuss the whirlpool bath and your responsibility in giving a whirlpool bath to a patient, and your responsibility for care and cleaning of equipment.

3. Assist the patient with a shower when directed by instructor.

4. Identify and discuss how to bath infants and children.

Suggested Learning Activities:

Lecture and discussion
Infant bath demonstration tape from Mercy Hospital OB Department or laboratory demonstration using CPR baby.
Demonstration of use of whirlpool bath - Johnson Hall or Living Center East - St. Lukes.
Clinical observation by instructor

Resources:

Text
Mercy Hospital OB Department
KCC Wellness Program

Terminology:

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Competency:

Make a patient's bed occupied/unoccupied.

Objectives:

1. Discuss the importance of the patient's bed and why the bed needs to be made correctly.
2. Discuss the four basic methods of bed making: closed, open, occupied, and surgical.
3. Demonstrate the ability to make a closed and open bed.
4. Demonstrate the ability to make an occupied bed, and a surgical bed.
5. Discuss linen change policies of long term care facilities.

Suggested Learning Activities:

Lecture and discussion
Demonstration and return demonstration by students of four types of beds.
Clinical observation by instructor

Resources:

Text

Terminology:

Draw sheet

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a:naid

Competency:

Provide mouth and dental care.

Objectives:

1. Define and discuss the term oral hygiene.
2. List signs and symptoms of oral pathology.
3. Demonstrate the ability to give oral hygiene to a resident.
4. Demonstrate the ability to give oral hygiene to a resident with dentures.
5. Identify when a resident would need to have oral hygiene done for them.

Suggested Learning Activities:

Lecture and discussion
Do oral hygiene on themselves with lemon glycerin swab.
Clinical observation by instructor

Resources:

Text

Terminology:

oral hygiene
dentures
emesis basin

7/29/87 skd
a:naid

Competency:

Assist the patient in personal hygiene.

Objectives:

1. Identify your task and role as an aide/orderly in the daily hygienic needs of a patient.
2. Describe some of the factors that affect a person's hygiene practices.
3. Identify and discuss the purposes of hygiene.

Suggested Learning Activities:

Lecture and discussion

Resources:

Text

Terminology:

antiperspirant
deodorant
peri-care

7/29/87 skd
a:naid

Competency:

Assist the patient in grooming needs.

Objectives:

1. Discuss the general principles of dressing and undressing a patient.
2. Assist the patient in dressing and undressing.
3. Discuss the care of a patient's hair: shampooing, combing.
4. Discuss the care of a patient's fingernails and toenails.
5. Discuss the importance of shaving the male patient.
6. Discuss the importance of personal grooming in a long term care facility.
7. Discuss the importance of noticing and complimenting the long term resident on good personal grooming.

Suggested Learning Activities:

Lecture and discussion
Apply simple make-up to a classmate, or shave a male class mates face with an electric razor.
Demonstrate cleaning an electric razor
Clinical observation by instructor
Demonstrate shampoo techniques for a patient confined to bed

Resources:

Text

Terminology:

podiatrist

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a:naid

Competency:

Assist the patient with elimination needs.

Objectives:

1. Discuss the anatomy and physiology of the gastrointestinal and the genito-urinary tracts.
2. Explain the normal and abnormal characteristics of feces.
3. Discuss abnormal bowel patterns.
4. Describe various techniques and treatments used to alleviate constipation.
5. Explain constipation/diarrhea and incontinence.
6. Describe normal and abnormal characteristics of urine.
7. List and describe common urinary problems.
8. Discuss the purpose of using bed pans and urinals.
9. Demonstrate the ability to give a male patient a urinal.
10. Demonstrate the ability to give a patient a bed pan/fracture pan.
11. Discuss the purpose of a bedside commode.
12. Discuss the importance of recording bowel movements in extended care facility.
13. Discuss the importance of responding quickly to the elimination needs of the extended care resident.

Suggested Learning Activities:

Lecture and discussion

Resources:

Text
Saunders Review for LPN's - Saunders

Terminology:

commode
constipation
diarrhea
diuretic
enema
feces
flatus
impaction
incontinent
laxative
suppository
tarry stool

7/29/87 skd
a:naid

III. FOOD SERVICE

Competency:

Discuss the basic anatomy and physiology related to nutrition.

Objectives:

1. Briefly identify the basic body structure of the digestive system and discuss the functions that occur during digestion.
2. Discuss the effects of disease and aging on appetite and digestion.

Suggested Learning Activities:

Lecture and discussion
Film strip "Human Digestion Simplified" - LRC
Review A & P of G.I. system

Resources:

Text
"Saunders Review for LPN's" - Saunders

Terminology:

absorption
digestion, mechanical and chemical
metabolism
peristalsis

7/29/87 skd
a:naid

Competency:

Recognize well balanced and special therapeutic diets.

Objectives:

1. Discuss the four basic food groups that comprise a well balanced diet.
2. Recognize the term therapeutic diet and discuss a few of the basic therapeutic diets that you will see in an extended care facility.
3 Recognize the basic parts of food necessary for health.
4. List the common purposes of the various types of diets.
5. Demonstrate the ability to follow a dietary plan.
6. Assist the patient in following a therapeutic diet.
7. Discuss the difficulty of pleasing the likes and appetites of a large number of residents in an extended care facility.

Suggested Learning Activities:

Lecture and discussion
Review Unit III

Resources:

Text

Terminology:

clear liquid
full liquid
high calorie
low calorie
low fat
low residue
low sodium
salt free
soft
soft mechanical
therapeutic

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a:naid

Competency:

Prepare a self-feeding patient for meals.

Objectives:

1. Identify the nurse aide/orderly role in preparing the ambulatory patient for meals.
2. Identify the nurse aide/orderly role in preparing patients who are confined to their room or bed for meals.
3. Identify items on a standard hospital tray that may require assistance to use.
4. Prepare a patient confined to room or bed for a meal.
5. Understand the importance, socially, of meal times in the extended care facility.

Suggested Learning Activities:

Lecture and discussion
Standard hospital tray with milk cartons, salad dressing wrappers, jelly containers.

Resources:

Text

Terminology:

7/29/87 skd
a:naid

Competency:

Determine when a resident/patient needs to be fed and demonstrate skill in feeding them.

Objectives:

1. Identify the role of nurse aide/orderly in feeding patients.
2. Demonstrate the ability to feed a patient.
3. Demonstrate emergency procedures for treatment of choking person.

Suggested Learning Activities:

Lecture and discussion
Demonstration - students feed each other, incorporating a blind fold, and restricted use of hands.
Demonstration of Heimlich maneuver and return demonstration by students.
Clinical observation by isntructor

Resources:

Text
American Red Cross Procedure for Heimlich maneuver.

Terminology:

7/29/87 skd
a:naid

Competency:

Prepare and give between meal nourishments and liquids.

Objectives:

1. Identify and discuss the rules of giving between meal nourishments.
2. Identify and discuss the rules to observe in the passing of drinking water.
3. Review the importance of an adequate intake of fluids for the extended care resident.

Suggested Learning Activities:

Discussion

Resources:

Text

Terminology:

F.F.

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a:intro

Competency:

Give safe care to the patient who needs assistance to meet their food needs. (Gavage, IV therapy)

Objectives:

1. Describe the fluid needs of the adult patient.
2. Relate the 4 fluid compartments: intracellular, intravascular, interstitial, extracellular.
3. Explain the purpose of given intravenous fluids.
4. List and explain five rules to follow when IV's are running.
5. Recognize observations you should make and what should be reported to charge nurse during IV therapy.
6. Discuss the purpose of nasal gastric tube feedings (Gavage).

Suggested Learning Activities:

Lecture and discussion
View IV equipment in Cored Lab.
Unit test

Resources:

"Fundamentals of Nursing" - Kozier and Erb
Text

Terminology:

extracellular
gavage
intra-
intracellular
IV
NG tube

7/29/87 skd
a:naid

IV. ROUTINE CARE PROCEDURES

Competency:

Observe, measure and record patient's fluid intake and output.

Objectives:

1. Discuss fluid balance (intake and output).
2. Discuss the term fluid imbalance.
3. Discuss the importance of measuring fluid intake and output.
4. Identify the abbreviations used for the I/O when recording and/or reporting to supervisor.
5. Discuss the fluid intake.
6. Recognize and discuss the unit of measurement used in recording fluid intake and output.
7. Discuss the procedure for measuring fluid intake.
8. Discuss force fluids and identify assisting in forcing fluids.
9. Discuss fluid restriction and recognize methods for assisting patient who has fluids restricted.
10. Discuss the term nothing by mouth (NPO) and recognize methods for caring for resident who is NPO.
11. Discuss the fluid output and the importance of measuring fluid output.
12. Discuss the procedure for measuring fluid output.
13. Accurately measure intake and output.
14. Recognize when your immediate supervisor should be notified concerning fluid intake and output.

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Suggested Learning Activities:

Lecture and discussion
View KHO 25 - Intake and Output
Demonstration of correct procedure for I & O on 8 hour shift sheet, and 24 hour summary sheet.
Student fills out three shift sheets and three 24 hour summary sheets from work problems.
Unit test
Student will produce a bulletin board on the basic concepts of Intake and Output.

Resources:

Text
"Fundamentals of Nursing" - Kozier and Erb
St. Lukes Hospital, Mercy Hospital, and Living Center East I & O sheets.

Terminology:

cc
dehydration
edema
FF
fluid balance
graduate container
I & O
NPO

7/29/87 skd
a:naid

Competency:

Collect and label patient specimens.

Objectives:

1. Define specimen and describe the aide's role in specimen collection.
2. Label a specimen correctly.
3. Identify the "ten (10) rights" of specimen collection as listed in text.
4. Maintain asepsis in specimen collection.
5. Discuss routine urine specimen.
6. Obtain a routine urine specimen when required.
7. Discuss the term midstream clean-catch urine specimen and obtain such a specimen when ordered.
8. Describe the procedure for collecting a 24 hour urine specimen.
9. Discuss how a sterile urine specimen is obtained by catheter.
10. Discuss the term stool specimen and obtain when ordered.
11. Discuss straining urine and strain urine when ordered.
12. Explain the correct procedure for collecting a sputum specimen and collect one when ordered.

Suggested Learning Activities:

Lecture and discussion
Review handout "Ten Rights for Specimen Collection"
Demonstrate clean-catch equipment packet.
Fill out laboratory slips from Mercy Hospital
Review proper containers
Unit test

Resources:

Text

Terminology:

catheter
specimen
sputum
stool

7/29/87 skd
a:naid

Competency:

Perform routine urine and stool exams.

Objectives:

1. Discuss the term testing for sugar and acetone.
2. Identify the types of residents that clinitests and acetests will be performed on.
3. Identify what materials are needed to determine the sugar and acetone.
4. Define the aide's responsibility in obtaining a fresh urine specimen for a clinitest and acetest.
5. Obtain a urine specimen for sugar and acetone and perform a clinitest and an acetest.
6. Explain procedure for performing a Hemoccult slide test.

Suggested Learning Activities:

Lecture and discussion
Demonstration and return demonstration by students of:

a. clinitest
b. Ketodiastix test
c. Hemoccult slide test
d. acetest

Accuracy and procedure test

Resources:

Terminology:

FxU.

7/29/87 skd
a:naid

Competency:

Provide urinary catheter care.

Objectives:

1. Discuss the term urinary catheter.
2. Discuss the term closed drainage system.
3. Correctly empty a drainage bag, measure the urine, and reclose the system.
4. Discuss the term catheter care.
5. Identify the important observations that are needed regarding any resident that has a urinary catheter.
6. When caring for a patient with a catheter, give catheter care according to the institution's policy.
7. Discuss the use of, and proper method of emptying a urinary leg bag used by extended care residents.

Suggested Learning Activities:

Lecture and discussion
View KHO 11 - Urinary Care
Demonstration and return demonstration of proper technique for emptying urinary drainage bag.
Demonstration of a urinary leg bag.
Unit test
Clinical observation by instructor

Resources:

Text
KHO 11 - Urinary Care

Terminology:

Foley

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a:naid

Competency:

Recognize the principles in preparing and administering rectal treatments.

Objectives:

1. Discuss enemas and the two basic types of enemas.
2. Watch a demonstration of the administration of an enema.
3. Identify and discuss the observations that should be reported.
4. Discuss fecal impaction and prevention of impactions.

Suggested Learning Activities:

Lecture and discussion
Demonstration and return demonstration by students of correct procedure for enema administration.
Unit test

Resources:

Text

Terminology:

Enemas till clear
Left Sim's position
Oil retention enema
SS enema

7/29/87 skd
a:naid

Competency:

Provide colostomy care.

Objectives:

1. Define and discuss the term colostomy.
2. Discuss the altered anatomy when a patient has a colostomy.
3. Briefly discuss the difference between a colostomy and an illeostomy.
4. Discuss the purpose and need for regular colostomy irrigations.
5. Recognize and discuss the various ostomy appliances and methods used to apply them.
6. Discuss the major nursing problems that you should be aware of when giving care to a patient with a colostomy.

Suggested Learning Activities:

Lecture and discussion
Review ostomy appliances from cored laboratory
Review literature from self help and support group
Unit test

Resources:

Text
Linn County Support Group

Terminology:

colostomy
illeostomy
-ostomy
stoma

7/29/87 skd
a:naid

Competency:

Assist with bowel and bladder training.

Objectives:

1. Identify and discuss the major causes of bowel and bladder problems in residents of long term care facilities.
2. Describe bowel and bladder training.
3. Recognize the factors that are associated with incontinence, that make management more difficult.
4. Identify and discuss the observations that the aide can make that will assist in the development of a bowel and bladder training program.
5. Identify the aides role in bowel and bladder training.
6. Briefly discuss the importance of fluid management with the elderly resident that is incontinent.

Suggested Learning Activities:

Lecture and discussion
Review charts used locally
View KHO 34 - Bowel and Bladder

Resources:

Text
B & B Chart Living Center East and St. Lukes Hospital
KHO 34 - Bowel and Bladder

Terminology:

B & B
void

7/29/87 skd
a:naid

Competency:

Apply warm, cold, moist or dry therapies.

Objectives:

1. Discuss what happens in the body when heat is applied to the skin.
2. Identify the major reasons for heat applications.
3. Define the terms localized and generalized applications.
4. Discuss the difference between moist and dry applications.
5. Identify and discuss the rules for application of all forms of heat.
6. Identify the aides role in heat applications.
7. Discuss what happens in the body when cold is applied to the skin.
8. Identify the major reasons for cold applications.
9. Identify the usual temperatures of cold applications.
10. Identify and discuss the rules for all cold applications.
11. Identify the aides role in cold applications.
12. Identify and review the safety precautions when applying heat and cold treatments.
13. Identify and list some equipment that can be used for heat and cold applications.

Suggested Learning Activities:

Lecture and discussion
Procedure demonstration of an alcohol sponge bath in cored lab.
Unit test
Clinical observation by instructor

Resources:

Text

7/29/87 skd
a:naid

Terminology:

- Aquamatic - K pad
- cyanosis
- general
- infra-red
- local
- sitz bath
- ultra-violet

7/29/87 skd
a:naid

Competency:

Measure patient height and weight.

Objectives:

1. Describe the proper procedure for accurate measurement of a patient's height.
2. Describe the proper procedure for accurate measurement of a patient's weight.
3. Convert inches to centimeters and centimeters to inches.
4. Convert pounds to kilograms and kilograms to pounds.
5. Record patient height and weight in proper records.

Suggested Learning Activities:

Lecture and discussion
Do worksheet problems. Centimeter and kilogram worksheet handout.
Review graphic sheet - Living Center West
Unit test

Resources:

Text
"Fundamentals of Nursing" - Kozier and Erb
Living Center West graphic sheet

Terminology:

cm
ht.
kg
wt.

7/29/87 skd
a:naid

Competency:

Assist the patient during the preoperative and postoperative time periods.

Objectives:

1. Understand the emotional feelings of the preoperative patient.
2. Discuss the need for a surgical prep on the skin.
3. Demonstrate the use of a preoperative check list.
4. Describe the post anesthesia or recovery room function.
5. List and describe common chest complications following surgery.
6. List nine symptoms of a post operative patient that should be reported to your team leader immediately.
7. Discuss and demonstrate the application of surgical binders.
8. Discuss and demonstrate the application of anti-embolism stockings.
9. Discuss and demonstrate the application of an elastic bandage and a triangle sling.

Suggested Learning Activities

Lecture and discussion
Lab demonstration and return student demonstration of the application of binders, anti-embolsim stockings, elastic bandages, and a triangular sling.

Resources:

Text
Laboratory equipment

Terminology

anesthetic
anti-embolism hose
aspiration
binder
deep breathing exercises
OR
PAR
post-op
pre-op

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VI. ADMISSION, TRANSFER, AND DISCHARGE

Competency:

Safely and correctly admit, transfer, and discharge patients.

Objectives:

1. Explain the correct procedure for admitting patients.
2. List six rules to follow in taking care of a patients valuables.
3. Explain three reasons why a patient may transfer from one area to another.
4. Describe the correct procedure for transferring a patient.
5. Explain the correct procedure for discharging a patient.

Suggested Learning Activities:

Lecture and discussion
Fill out patient clothes list correctly on another student
Unit test

Resources:

Text
St. Lukes Hospital patient clothes list

Terminology:

In patient
Out patient

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a:naid

Competency:

Provide assistance in physical exam for admission, transfer, or discharge.

Objectives:

1. Discuss why and when a physical exam is done.
2. Describe nurse aide's role in helping with exam.
3. Identify general procedure usually followed in doing physicals.
4. Explain five rules to follow when assisting the doctor with a physical exam.
5. List and describe twelve different types of positions used in performing physical exams.

Suggested Learning Activities:

Lecture and discussion
Demonstration of draping and positioning in Medical Assistants office lab
Review of common instruments used in physical examinations
Unit test

Resources:

Text
Medical Assistants Physical examination manual and lab

Terminology:

dorsal lithotomy position
dorsal recumbent position
drape
knee chest position
Px.

7/29/87 skd
a:naid

V. CARE OF THE DYING PATIENT

Competency:

Recognize the feelings and attitudes of the dying client.

Objectives:

1. Discuss your ideas and society's feelings concerning the concept of dying.
2. Discuss the various reactions of geriatric patients to the thought of death.

Suggested Learning Activities:

Lecture and discussion
View KHO 228 and 229 - "Living with Dying"

Resources:

Text
KHO 228 and 229 - "Living with Dying"

Terminology:

7/29/87 skd
a:naid

Competency:

Recognize a dying client's behaviors and discuss the aide's role.

Objectives:

1. Explore manners in which residents may face death depending on emotional factors and your role: personality, culture, religion.

Suggested Learning Activities:

Lecture and discussion
View KHO 141 and 142 "Dying"

Resources:

Text
KHO 141 and 142 - "Dying"

Terminology:

7/29/87 skd
a:naid

Competency:

Demonstrate nursing measures that help a dying client meet his/her special needs.

Objectives:

1. Identify and discuss the special needs of a dying client and discuss your role in relation to these needs.
2. Define and discuss the hospice concept and its purposes.
3. Identify and discuss the signs of approaching death.

Suggested Learning Activities:

Lecture and discussion
Review hospice brochures

Resources:

Text
Mercy Hospital and St. Lukes Hospital - Hospice programs

Terminology:

cheyne-stokes perspirations
"death rattle"
euthanasia
hospice care

7/29/87 skd
a:naid

Competency:

Recognize feelings of immediate family.

Objectives:

1. Recognize feelings of immediate family.
2. List and describe the needs of the immediate family.

Suggested Learning Activities:

Lecture and discussion

Resources:

Text

Terminology:

7/29/87 skd
a:naid

Competency:

Demonstrate the ability to give postmortem care.

Objectives:

1. Identify and discuss the term postmortem care.
2. Discuss the procedure for giving postmortem care.
3. Demonstrate the steps of postmortem care.

Suggested Learning Activities:

Lecture and discussion
Demonstration of use of morgue pack and identification tags

Resources:

Text
Disposable morgue pack

Terminology:

PMC
rigor mortis

7/29/87 skd
a:naid

REHABILITATION AIDE

Competency: Understand the philosophy and goals of rehabilitation.

Objectives:

1. Identify the roles and responsibilities of the various members of a rehabilitative team.

2. Discuss and identify responsibilities of a rehabilitation aide.

3. Be able to perform all functions required in the nurse aid/orderly unit.

4. Understand the techniques of remotivation.

Suggested Learning Activities:

Lecture and discussion
Review functions of a CNA
Film "What Do You See?" - Available thru SK&F Health Media Center for Free Loan 1-800-223-2342
Study handout - Remotivation Techniques

Resources:

Text
Smith, Cline, and French, Inc.

Terminology:

remotivation

8/17/87 skd
a:rehabade

Competency: Develop skills necessary to provide continuing rehabilitative care under the direction of a certified physical therapist or physical therapist assistant.

Objectives:

1. Understand and demonstrate good body mechanics. (review)
2. Understand and demonstrate good patient positioning. (review)
3. Understand and demonstrate good ROM skills. (review)
4. Understand and demonstrate good transfer skills. (review)
5. Understand the uses and care of common PT equipment.
6. Understand the use and care of common physical aids.
    a. walkers
    b. crutches
    c. casts
    d. immobilizers
    e. gait training

Suggested Learning Activities:

Lecture and discussion
Guest Speaker: Pam Novak-Gilds - KCC OPA program
Demonstration and lecture - Physical Therapist - Extended Care Unit, St. Lukes Hospital
Field Trip: Physical Therapy Clinic
Review handout - "Up and Around"

Resources:

Text
"Fundamentals of Nursing" - Kozier and Erb
Guest Speakers
American Heart Association - pamphlet "Up and Around"
OPA Program - KCC
Iowa Musculoskeletal Physical Therapy Clinic

Terminology:

As required by guest speakers.

8/17/87 skd
a:rehabade

Competency: Develop skills necessary to provide continuing rehabilitative care under the direction of a certified occupational therapist.

Objectives:

1. Understand the role of an occupational therapist in extended care.
2. Be familiar with common techniques used by an occupational therapist.
3. Be familiar with the use and care of common occupational therapy equipment.

Suggested Learning Activities:

Lecture and discussion
Guest speaker - KCC Occupational Therapy program
KHO 280 - "Reach Out"

Resources:

Text
Kirkwood Occupational Therapy Program
Field trip to occupational therapy at mental hospital or local hospital.
KHO 280 - "Reach Out"

Terminology:

As required by guest speaker.

8/17/87 skd
a:rehabade

Competency: To understand how pain impacts rehabilitation.

Objectives:

1. Discuss the psychology of pain.
2. Relate the effects of pain on the elderly disabled person.
3. Understand the common techniques for pain management and control.

Suggested Learning Activities:

Lecture and discussion
Guest speaker - OT or PT personnel
Read handout - Pain Control
Field trip to Pain Control Center - Mercy Hospital

Resources:

Text
"Fundamentals of Nursing" - Kozier and Erb
American Cancer Society
Guest Speaker

Terminology:

As required by guest speaker.

8/17/87 skd
a:rehabade

Competency: Know the availability of positions locally and nationally for a rehabilitation aide.

Objectives:

1. Review the nature of institutions which might require a rehabilitation aide, and job availability.
2. Study a job description from a local employer.
3. Review other rehabilitation programs and pre-requisites for certification.

Suggested Learning Activities:

Lecture and discussion
Review job description

Resources:

Text
Local employer job description
Pennsylvania Rehabilitation Technician program
Hawkeye Tech Rehabilitation Aide program

Terminology:

8/17/87 skd
a:rehabade

HOME HEALTH AIDE

Competency: Understand the role and responsibilities of a home health aide.

Objectives:

1. Be able to follow a discharge plan check list.
2. Be able to perform all functions required in the nurse aide/orderly unit.
3. List the eight functions that a home health aide may not perform in some areas.
4. Understand the home care agencies that make services available to clients.
5. Review the historical background and growth of home health aide careers.
6. Review the various methods of education given for employment in the field.

Suggested Learning Activities:

Lecture and discussion
Review home health care programs from Mercy and St. Lukes Hospitals
View Tape "Avoiding Liabilities"

Resources:

Text
St. Lukes Home Health Departments.
In Home Care System - University of Missouri, Delmar Publishers Inc.

Terminology:

tracheostomy

8/17/87 skd
a:hhaide

Competency: Understand the importance of building trust between the client and the home health aide.

Objectives:

1. Understand what sexual harassment is and how to handle it.
2. Understand the emotional aspect of becoming overly involved with a client.

Suggested Learning Activities:

Lecture and discussion
Handouts - "The Sexual Harassment Scale"
"Coping Responses to Sexual Harassment"

Resources:

In Home Care System - University of Missouri, Delmar Publishers Inc.

Terminology:

Lewd
Molestation
Obscene
Sexual Harassment
Suggestive

8/17/87 skd
a:hhaide

Competency: Understand the role of the HHA in medications.

Objectives:

1. Understand that Home Health Aides may not administer medicines at any time.
2. Demonstrate the importance of observing how, when and what medications are taken by a client.
3. Be able to recognize drug misuse, abuse, and addiction.
4. Be able to recognize common adverse reactions of medicines often prescribed for the elderly, and of non prescription medications.

Suggested Learning Activities

Lecture and discussion
Review tape "Older Adults and Their Medicines"
Discuss handout "Care Givers Guide to Medications"

Resources

In Home Care System - University of Missouri, Delmar Publishers Inc.
Text

Terminology

Drug misuse

8/17/87 skd
a:hhaide

Competency: Understand the concept of environmental adaptations to enhance independence of ADL's in the home.

Objectives:

1. Recognize the need to adapt clothing, household appliances, and other items to maintain client independence.
2. Demonstrate some simple adaptions of clothing or a small appliance.

Suggested Learning Activities:

View tape "Maintaining Joint Mobility Through Activities of Daily Living" KHO 554

View tape "Environmental Adaptations May Repuire Changes" KHO 561

Resources:

In Home Care System - University of Missouri, Delmar Publishers Inc.

Terminology:

hypothermia

8/17/87 skd
a:hhaide

Competency: Be able to care for a mother and newborn infant in the home.

Objectives:

1. Demonstrate ability to prepare infant formula.
2. Discuss and demonstrate the procedure for sterilizing water, and disinfecting of bottles, nipples, and caps.
3. Demonstrate the correct procedure for feeding and burping an infant.
4. Discuss and recognize the need for reporting constipation and diarrhea in an infant.
5. Discuss and demonstrate care of newborns umbilical cord, and care of a circumsision.
6. Discuss normal health needs of a new mother.
7. Discuss procedures relevant to breast feeding.

Suggested Learning Activities:

Lecture and discussion
Lab and kitchen demonstration of required procedures
Relate, in group discussion, experiences with infant siblings or while baby-sitting.
View Tape - "Bathing Your Baby"

Resources:

Text
Mercy Hospital film strip - "Bathing Your New Baby"
Fundamentals of Nursing - Kozier and Erb.

Terminology:

burping

8/17/87 skd
a:hhaide

Competency: Understand the role good household management plays in effective patient care.

Objectives:

1. Discuss the need for accuracy and completeness of home health aide written records.

2. Understand some areas of financial concern the home health aide may be involved with:
    a. wise shopping, and ability to follow a budget.
    b. banking transactions
    c. suspicions of fraud and exploitation of the elderly
    d. insurance payment limitations

Suggested Learning Activities:

Lecture and discussion
Make up a budget using students income and expenses for one month

Resources:

In Home Care System - University of Missouri, Delmar Publishers Inc.

Terminology:

exploitation
fraud

8/17/87 skd
a:hhaide

Competency: Understand the possible housekeeping responsibilities of a home health aide.

Objectives:

1. Discuss the need for planning a time schedule.
2. Be familiar with correct cleaning procedures.

Suggested Learning Activities

Lecture and discussion
Review Handout - "How to Get Rid of Unwelcome Guests"
Review Handout - "Homemade Cleaning Products and When to Use Them"
Student will prepare an eight hour shift schedule, from given situations, that includes housekeeping as well as health care basic skills.

Resources

"Housekeeping and Home Management" - In Home Care - Delmar Publishers Inc.
"Home Health Care" - JoAnn Friedman

Terminology

abrasive
allergy
detergent
pesticide

8/17/87 skd
a:hhaide

BASIC ANATOMY AND PHYSIOLOGY

Taught in the High School
Health Science Course

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a:basica&p

Unit I: Introduction to the Human Body

A. Be able to demonstrate a knowledge of the single cell components, and needs of cells to function.

B. Demonstrate the relationship of cells to tissues, to organs, to systems, and the functions.

C. Know the six types of tissues, give examples where they are located in the body, and what function they serve.

D. Be able to define body cavities listed:
    Dorsal
    Ventral
    Thoracic
    Cranial
    abdominal

E. Student will produce a bulletin board identifing the major body systems.

F. View VCR Tape - "Landscapes and Interiors"

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a:basica&p

Unit II: Cardio Vascular System

A. Be able to make a simple drawing of the heart including the following:
  1. atria
  2. ventricles
  3. myocardium
  4. AV mode
  5. septum
  6. tricuspid valve
  7. mitral valve
  8. aortic valve
  9. pulmonary valve
  10. pulmonary arteries and veins
  11. aorta
  12. coronary arteries and veins
  13. superior and inferior vena cava

B. Be able to relate the pattern followed by blood through the heart as it contracts and expands.

C. Vascular System. Be able to define the functions of arteries, veins, and cappillaries. Be able to locate 5 pulse areas.

D. Be able to demonstrate a knowledge of blood composition, and properties including.
  1. Red blood cells - normal levels
  2. White blood cells - normal levels
  3. Hemoglobin - normal levels
  4. Platelets - normal levels
  5. Serum or plasma
  6. Types
  7. RH factor
  8. Quantity and site of manufacture in body.

E. Be able to define the following prefixes, suffixes, and words.
  1. hema-
  2. arterio-
  3. venus
  4. cardio-
  5. vaso-
  6. hyper-
  7. hypo-
  8. edema
  9. constrict
  10. dialate
  11. pace maker
  12. benign
  13. malignant
  14. -itis
  15. -sclerosis
  16. congenital
  17. diuretic

F. View film - "Circulation Simplified" - Trainex 78071

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Supplemental

F. Be able to define what each of the following diagnostic tests are. (simple statement)
   1. WBC
   2. RBC
   3. Diff.
   4. Plate count
   5. Hgb. %
   6. Blood gases
   7. Typing
   8. Bone marrow puncture
   9. Blood pressure (systolic and diastolic)
   10. Angiogram
   11. Heart catherization
   12. EKG

G. Be able to give a simple statement of what malfunction is demonstrated physiologically in each of the following common diseases or symptoms:
   1. anemia
   2. leukemia - acute and chronic
   3. arterio sclerosis of brain
   4. cerebral vascular accident (CVA)
   5. varicose veins
   6. phlebitis
   7. thrombophlebitis
   8. embolism
   9. aneurysm
   10. hypertension
   11. congenital heart defect
   12. myocardial infarction
   13. angina pectoris
   14. congestive heart failure

H. Recognize what health care workers can do to aid the cardio vascular patient:
   1. nursing practices
   2. common medications
   3. use of O_2

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a:basica&p

Unit III: Respiratory

A. Be able to diagram the system including the following parts and accessory organs:

1. nostrils or nares
2. ora
3. pharynx
4. tonsils
5. adenoids
6. sinus cavities
7. trachea
8. epiglotis
9. larynx
10. bronchi
11. brochioles
12. alveoli
13. alveolar sacs
14. cilia
15. lung and lobes
16. intercostals
17. diaphagm
18. nasal septum
19. eustachian tube
20. pleura

B. Be able to trace the flow of air into and out of the system.

C. Be able to describe external and internal respirations and the physiology of both.

D. Be able to define the following prefixes, suffixes, or words:

1. naso-
2. pneumo-
3. oral
4. voluntary
5. involuntary
6. expiration
7. inspiration
8. respiration
9. -oscopy
10. -otomy
11. sputum
12. aspiration
13. R.T.
14. brocho-
15. -ectomy
16. -ostomy

E. View #74-161 - "Respiration in the Human Body"

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a:basica&p

Supplemental - Respiratory

E. Be able to explain each of the following diagnostic tests:
   1. chest x-ray
   2. bronchogram
   3. bronchoscopy
   4. blood gases (repeat)
   5. sputum specimen
   6. culture

F. Be able to explain the physiological defect in each of the following common diseases or symptoms.
   1. common cold - acute rhinitis
   2. bronchitis
   3. pneumonia
   4. C.O.P.D.
   5. pleurisy
   6. emphysema
   7. tuberculosis
   8. asthma
   9. malignancies

G. Be able to demonstrate knowledge of O_2 adminstration and safety factors for use.

H. Be able to demonstrate nursing care for respiratory patients including:
   1. Positioning
   2. Deep breathing
   3. Definitions of breathing irregularities
      a. shallow
      b. deep
      c. apnea
      d. dyspnea
      e. Kuss maul
      f. Cheyne stokes
      g. S.O.B.
      g. types of coughs

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Unit IV: Skeletal System

A. Be able to define the functions of the system and name the four bone types and their purposes.

B. Be able to diagram a long bone including the following parts.
  1. periosteum
  2. epiphysis
  3. diaphysis
  4. marrow
  5. osteoblasts and osteocasts
  6. haversian canals

C. Be able to visually identify 31 bones in the body.

D. Be able to define types of joints, motion provided, and protective tissues.

E. Be able to define ligaments, tendons, and explain their function.

F. Be able to define the following suffixes, prefixes, and words:
  1. osteo-
  2. ortho-
  3. Fx
  4. prosthesis
  5. trauma
  6. intervertbral disc

G. Use M.A. skeleton

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a:basica&p

Supplemental to Skeletal

A. Be able to describe the following diagnostic tests.
   1. AP and Lat x-rays including safety factors
   2. bone culture
   3. bone marrow puncture (repeat)

B. Be able to define with a simple statement of each of the following common diseases or treatments:
   1. fractures
      a. simple
      b. compound
      c. compression
      d. greenstick
      e. types of casts, care of casts
   2. sprains
   3. osteomyelitis
   4. arthitis
   5. amputation
   6. scoliosis
   7. kyphosis
   8. types of traction and their effect on the system

C. View OPA x-ray films

D. "Care of Patient in Traction" - KHO 250

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Unit V: Muscular System

A. Be able to define the structure, type and function of muscular tissue.

B. Be able to define the following terms as they relate to muscle tissue.
   1. tone
   2. atrophy
   3. spasm
   4. contracture
   5. origin
   6. insertion

C. Be able to visually identify 19 major muscles by name.

No Supplemental -

Range of motion and positioning to represent contractures covered in the text book.

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a:basica&p

Unit VI: Central Nervous System

A. Be able to identify the following sections of CNS.
1. Rt cerebrum
2. Lt cerebrum
3. cerebellum
4. pons
5. mid brain
6. medulla
7. spinal cord
8. trunk nerves of PNS
9. meninges
10. ventricles

B. Be able to describe the basic neuron cell and identify axons and dendrites.

C. Be able to define the following prefixes, suffixes, and words.
1. cerebra-
2. cephalo-
3. neuro-
4. neuroglia
5. myelin sheath
6. sensory neurons
7. motor neurons
8. CSF
9. diencephalon
10. pituitary
11. hypothalmus (Repeated in Endo-Exo system)
12. neurology
13. neurologist
14. -itis (repeat)

D. Be able to diagram a simple synapse including a definition of a neuro-transmitter.

E. Be able to relate the five senses in simple terms.
1. touch - reviewed in integumentary system
2. taste - reviewed in G.I. system
3. smell - describe function of receptors and olfactory nerve
4. hearing - See F+G below
5. sight -See H below

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a:basica&p

F. Be able to diagram the outer, middle and inner ear including the following parts:
  1. pinna
  2. auditory canal
  3. tympanic membrane
  4. eustachian tube
  5. malleus
  6. inca
  7. stapes
  8. cochlea
  9. auditory and vestibular nerves

G. Be able to trace the path of vibrations from the pinna to the auditory nerve.

H. Be able to draw a simple diagram of the eye and label the following parts:
  1. sclera
  2. choroid
  3. retina
  4. aqueous humor
  5. lens
  6. vitreous humor
  7. optic nerve
  8. conjunctiva
  9. lacriminal gland (repeated from exo system)
  10. pupil

I. Be able to trace the path of light beams through refraction to the optic nerve.

Supplemental to CNS and Five Senses

A. Be able to define in simple statement what each of the following diagnostic tests shows:
   1. E.E.G.
   2. lumbar puncture
   3. encephalogram
   4. reflex tests
   5. myelogram

B. Be able to relate which anatomical section of the CNS is involved with and the following diseases or symptoms, and give a simple statement of the physiological defect.
   1. neuritis
   2. neuralgia
   3. meningitis
   4. encephalitis
   5. concussion
   6. hydrocephalic
   7. microcephalic
   8. epilepsy
   9. Parkinson's disease
   10. shingles
   11. multiple sclerosis
   12. chronic brain syndrome
   13. cerbral palsy
   14. Downs syndrome
   15. poliomyelitis

C. Be able to define the following words or abbreviations:
   1. hemiplegia
   2. paraplegia
   3. quadriplegia
   4. ADL's
   5. apathy
   6. senile
   7. grand mal
   8. petit mal
   9. T.I.A.

D. Be able to define the following auditory tests:
   1. tuning fork
   2. audiometry
   3. use of an otoscope

E. Be able to write a simple explanatory sentence about the following diseases or treatmetns of the auditory system:
    1. sensorineural hearing loss
    2. conductive hearing loss
    3. otitis media
    4. otosclerosis
    5. Menieres disease
    6. motion sickness
    7. myringotomy

F. Be able to relate the different educational levels and areas of responsibility of the following:
    1. ophthalmologist
    2. optometrist
    3. optician

G. Be able to write a simple statement explaining the physiological defect in each of the following:
    1. hyperopia
    2. myopia
    3. astigmatism
    4. foreign bodies
    5. conjunctivitis
    6. sty
    7. cataract
    8. glucoma
    9. strabismus

I. Be able to write the five major facets of good mental health.

J. Be able to define the different levels of education and areas of repsonsibility of the following:
    1. pyschologist
    2. psychiatrist
    3. neurologist (repeat)

K. Be able to define in a simple, broad statement each of the following:
    1. pyschosis
    2. neurotic
    3. personality disorder
    4. pyschoneurotic
    5. autistic
    6. hallucination
    7. illusion
    8. depression
    9. phobia
    10. obsession
    11. euphoria

L. Be able to recognize the four major areas of mental illness:
    1. manic depressive
    2. paranoia
    3. schizophenia
    4. dimentias
        a. alcoholism
        b. alzhiemers
        c. drug addiction

M. Be able to participate in a discussion of current treatments for mental illness:

1. pyscho therapy- single and group
2. ataraxive drug therapy
3. anti depressant drug
4. mega vitamin therapy
5. occupational therapy
6. recreational therapy
7. electro convulsive therapy
8. music therapy

N. View KHO 226 "Depression: A Study of Abnormal Behavior"

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Unit VII: Exo-endocrine System

A. Be able to define the difference between an exocrine and endocrine gland and the definition of a hormone.

B. Be able to name and locate each of the following glands and give a simple stetement of its function:

1. pituitary
2. parathyroids
3. thyroid
4. thymus
5. pancreas - Islands of Langerhans
6. adenals
7. ovaries
8. tests

reviewed in repro. system

Supplemental to Exo-Endo System

A. Be able to relate the basic physiological defect associated with diabetes mellitus.

B. Be able to relate the most common signs, symptoms, and treatments for diabetes.

C. Be able to perform urine test for sugar and acetone with 100% accuracy.

D. View KHO #12 "What is Diabetes?"

E. View KHO #27 "Care of Diabetic Patients"

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a:basica&p

Unit VIII: Integumentary System

A. Be able to list the functions of skin.

B. Be able to define the following words or prefixes:
1. epidermis
2. dermis
3. sebaceous gland
4. sweat gland
5. hair follicle
6. sensory nerve endings
7. derma-
8. dermatalogist
9. plastic-
10. colloid
11. therapeutic

Supplemental

A. Be able to list five basic rules for good skin care of dermatology patient.

B. Be able to define the appearance of the following skin eruptions.
1. macule
2. papule
3. pustule
4. vesicle
5. excoriation
6. wheal

C. Be able to list the effect on the skin of most common over the counter medications:
1. emollients
2. demulcents
3. astringents
4. local anesthetic
5. anticeptics

D. Be able to explain what diagnostic tests are used.
1. visual exam
2. history
3. sensitivity tests
4. cultures

E. Be able to write a simple statement describing the physiological defect in common skin diseases:
1. contact dermatitis
2. acne vulgaris
3. ring worm
4. impetigo
5. burns, 1st, 2nd, and 3rd degree
6. herpes simplex

F. View KHO 21 "Prevention of Decubiti"

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a:basica&p

Unit IX: Urinary System

A. Be able to draw and label a simple diagram of the system, including:
   1. renal arteries and veins
   2. kidneys
   3. ureters
   4. bladder
   5. sphincter bladder muscles
   6. urethra

B. Be able to diagram the kidney locating the following:
   1. medella
   2. cortex
   3. nephron
   4. glomeruli

C. Be able to list the components and properties of normal urine.

D. Be able to explain the relationship of edema to fluid balance to dehydration in humans.

E. Be able to define the following prefixes or suffixes:
   1. nephro-
   2. renal-
   3. cysto-
   4. uret-
   5. uria-

Supplemental - Urinary

A. Be able to define diagnostic tests:
   1. urinalysis
      a. routine
      b. mid stream
      c. 24 hour
      d. sterile
   2. cultures
   3. IVP
   4. cystogram
   5. cystoscopy
   6. BUN - normal levels urea and nitrogen

B. Be able to describe different types of catheters:
   1. foley
   2. suprapubic
   3. uretal
   4. nephrostomy

C. condom catheter of males

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C. Be able to write a simple statement explaining the physiological defect of each disease:
   1. nephritis
   2. cystitis
   3. nephrosis
   4. renal calculi
   5. uremic poisoning

D. Be able to explain the action of directics on the kidneys.

E. Be able to relate the use of dialysis for kidney patients, and the possibility of transplantation of a kidney from a donor.

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Unit X: Gastrointestinal System and Acessory Organs

A. Be able to relate the function of the system and define:
   1. digestion
      a. chemical
      b. mechanical
   2. absorption
   3. metabolism
   4. re-absorption

B. Be able to relate and describe the function of the anatomical layers of tissue in the system.
   1. mucous membrane
   2. sub mucous membrane
   3. muscular layer
      1. peristalsis
   4. fibrous outer coating

C. Be able to diagram the 30 foot long tube and correctly identify the following parts:
   1. ora
   2. pharynx
   3. esophagus
   4. stomach
   5. cardiac and pyloric valves
   6. duodenum
   7. jejunum
   8. ilieum
   9. cecum
   10. ascending colon
   11. transverse colon
   12. descending colon
   13. sigmoid colon
   14. rectum
   15. anus
   16. villi

D. Be able to write the end products of digestion and define the prefixes or suffixes:
   1. glucose
   2. amino acids
   3. fats
   4. water, vitamins, and minerals
   5. G.I.
   6. alimentory canal
   7. gastro-
   8. esopha-
   9. colo-

E. Be able to write the accessory organs to the gastro intestinal system and identify their functions.
   1. teeth
      a. deciduous
      b. permanent
   2. tongue - taste bud location
   3. salivary glands
   4. liver
   5. gall bladder
   6. pancreas
   7. appendix

F. Be able to define the prefixes and suffixes or words of the accessory organs:
   1. hepa-
   2. chole-
   3. -itis
   4. -oscopy
   5. -otomy
   6. -ectomy
   7. malignant
   8. benign

Supplemental to G.I. System and Accessory Organs

A. Be able to write what type of diagnostic test each is, and what area is studied by each test:
   1. G.I. series
   2. esophagoscopy
   3. gastroscopy
   4. gastric analysis
   5. barium enema
   6. sigmordoscopy
   7. proctoscopy
   8. stool specimen

B. Be able to write a simple statement defining the following common defects of the system:
   1. gastritis
   2. ulcers
      a. esophageal
      b. peptic
      c. duodenal
   3. malignant tumors
      a. stomach
      b. esophagus
      c. small intestine
      b. large intestine
   4. hernia
      a. umbilical
      2. inguinal
   5. colitis
   6. ulcerative colitis
   7. appendicitis
   8. bowel obstruction

C. Be able to relate the function on the sytem of common "over the counter" medications:
   1. antiemetics
   2. antacids
   3. digestants
   4. antispasmodics
   5. antidiarrhetics
   6. laxatives

D. Be able to write the definition of terms used in the lower GI system:
   1. stool, feces
   2. flatus
   3. diarrhea
   4. constipation
   5. impaction
   6. suppository

E. Be able to write a simple definition of the physiological defect of the following:
   1. syndrome - jaundice
   2. hepatitis
   3. cirrhosis
   4. malignant tumors
      1. liver
      2. pancreas
   5. cholecystitis
   6. cholelithiasis
   7. pancreatitis

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Unit XI: Reproductive System

A. Be able to identify on a diagram the anatomical parts of the male system:
   1. testicles
   2. scrotum
   3. penis
   4. foreskin
   5. epididymis
   6. vas deferens
   7. erectile tissue
   8. urethra
   9. cowpers glands
   10. prostate gland

B. Be able to relate the effects of testosterone at puberty.

C. Be able to trace the path of sperm from manufacture to ejaculation.

D. Be able to identify on a diagram the anatomical parts of the female system:
   1. labia majora
   2. labia minora
   3. hymen
   4. clitoris
   5. vagina
   6. urinary meatus
   7. uterus
      a. cervix
      b. body
      c. fundus
   8. endometrium
   9. fallopian tubes
   10. ovaries
   11. filia

E. Be able to list the effects of estrogen on the female body at puberty.

F. Be able to diagram a 28 day menstrual cycle marking each of the following:
   1. estrogen level rising
   2. estrogen level falling
   3. ovulation
   4. period conception is possible
   5. onset of menses

G. Be able to trace the pathway of sperm to the ova, and the pathway of the zygote from conception to implantation.

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H. Be able to label on a diagram the uterine interior during pregnancy

1. endometrium
2. placenta
3. umbilical artery and vein
4. amnion
5. amninotic fluid

I. Be able to identify the 3 stages of labor and define terms used in normal physiology of delivery:

1. "symptoms of false labor" as opposed to "true labor"
2. dialation of the cervix to 10 cm
3. delivery of the fetus
4. normal delivery positions of the fetus
    a. cephalic
    b. breech
    c. footling breech
5. deilvery of placenta
6. terms:
    a. "stillborn"
    b. Caesarian section
    c. induced labor
    d. forceps delivery
    e. pitocin

J. Be able to write a simple statement describing the physiology of the following procedures or conditions:

1. fraternal twins
2. identical twins
3. multiple births after treatment with FSH hormone
4. artificial insemination
5. "test tube" baby
6. surrogate mother
7. invitro fertization
8. use of sperm banks
9. G.I.F.T. (Gamete Intrafallopian Transfer)

K. Be able to define the physiological action, ability to prevent conception, and ability to prevent veneral disease of different types of contraceptive devices:

1. condom
2. diaphragm
3. I.U.D.
4. foam spermicide
5. oral estrogen and progesterone pill
6. cervical cap
7. band aid surgery or tubal ligation
8. vasectomy
9. contraceptive suppositories
10. depo-provera

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Supplemental to Reproductive System

A. Be able to write the normal numerical count of sperm per ejaculation, and current treatments for low counts.

B. Be able to write a simple statement defining the following terms used in the male system:
1. impotency
2. sterility
3. arousal

C. Be able to write a simple stalement defining the physiological defect in the following male conditions:
1. urethritis
2. prostatitis and T.U.R.
3. benign hypertrophy of the prostate
4. malignant tumors of:
    a. testes
    b. prostate
5. orchitis
    a. bacterial
    b. venereal
    c. viral

D. Be able to write a simple statement defining the following terms used in regard to conditions of a pregnant female and the fetus:
1. complications of the first trimester of pregnancy
    a. abortion
        1. spontaneous
        2. induced
        3. therapeutic
        4. criminal (after 6 1/2 months)
    b. lay term - "morning sickness"
    c. ectopic pregnancy
2. terms used in discussing pregnancy
    a. primipara
    b. multipara
    c. quicking
    d. lightening
    e. viable
    f. "water breakes"
    g. amniocentesis
    h. ultra sound exam
    i. x-ray dangers
    j. episiotomy
3. complications of the third trimester of pregnancy:
    a. premature labor
    b. placenta previa
    c. toxemia

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E. Be able to write a statement explaining the physiological defect causing the following conditions:
   1. female sterility
   2. vaginitis
   3. malignant and benign tumors of the uterus and ovaries
   4. toxic shock syndrome associated with tampon use
   5. endometriosis

F. Be able to define the following diagnostic tests:
   1. dilatation and curretage
   2. pap smear
   3. vaginal smear
   4. douche
   5. pelvic manual examination

G. Be able to define menopause and identify the most common physical and mental symptoms.

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LESSON PLANS

INTRODUCTION TO HEALTH TECHNOLOGY AND CAREERS

a:ihtc/4-88/jm

UNIT I OUTLINE

UNIT I INTRODUCTION TO HEALTH CARE SYSTEMS

Section I. Health Care Systems

Section II. Role of state, federal, and non-governmental agencies in delivery of health care.

Section III. Structure of HCI's

Section IV. Understanding the roles, educational requirements, and responsibilities of health care workers.

Section V. Personal characteristivs of a health care worker.

Section VI. Standards of personal hygiene and job performance of health care workers.

Section VII. Legal and ethical responsibilities of health care workers.

Required Vocabulary and Terminology Be prepared to define, in a simple sentence, each of the words, abbreviations, and terms listed below. Correct spelling is required on written examinations.

Acute care
A. D. L.
C. C. U.
C. N. A.
Communicable
Diagnosis
O.O.
D. R. G.
Empathy
Ethical
Extended Care
Geriatric patient
H. M. O.
I. C. U.
In-patient
Intermediate Care
L. P. N.
M. D.
Malpractice
Medicare
Medicaid
Medical-surgical patient
Neo-natal
Non-profit
Obstetric patient
Orthopedic patient
Out-patient
P. A. R.
Pediatric patient
Private Funds
Prognosis
Prosthesis
Public funds
Psychiatric patient
R. N.
Residential Care
S. S.
Skilled Care or SNF
Sympathy
Theraputic
Title XIX
Trauma

UNIT I INTRODUCTION TO HEALTH CARE SYSTEMS LESSON PLANS

I. **Review Materials and Introduce Unit**

  A. Distribute handouts

    1. Unit outline

    2. Incident report forms

    3. Occupational report forms

    4. Health Care Team diagrams

  B. Review correct pronunciation and spelling of required vocabulary words from unit outline sheet

  C. Read Chapter I - textbook

II. **Discuss Unit and Specific Objectives**

  A. Health Care Systems

    1. Lecture concepts to include:

      a. 5 basic functions of HCI's

      b. Explain terms: primary, secondary, and tertiary and give examples of each

      c. Explain terms: private, public, profit, and non-profit

  B. Role of state, federal, and non-governmental agencies in delivery of health care

    1. Lecture concepts to include:

      a. Terms: Medicare, Medicaid, Title XIX in Iowa, DRG's

      b. Control of services by Department of Human Services, Social Security Administration, Department of Public Health, and the Veterans Administration

      c. Discuss funding control by U.S. Congress of all Federal Programs

      d. Discuss licensing designations by state of Iowa for long term care facilities - residential, intermediate, and skilled

      e. Review control of services exercised by private insurance such as Blue Cross and Blue Shield, group insurance plans by big industry, and HMO's

C. Structure of HCI's

1. Lecture concepts to include:

    a. Diversity of possibilities in interest areas of a large hospital

    b. New HCI institutions which provide services in the areas of wellness and disease prevention. ie: aerobics, stress, and smoking clinics

2. Handout and discuss "Health Care Team" diagram

3. Use overhead wheel transparency and discuss

4. Show and discuss organizational charts from local hospitals

5. Discuss roles and contributions of volunteers in HCI's. Give statistics of hours donated in local hospitals, and review local fund raising projects that benefit HCI's.

D. Understanding the roles, educational requirements, and responsibilities of health care workers

1. Lecture concepts to include:

    a. Classification of patients by diagnosis or age as presented in text.

    b. Classification of hospital areas by types of services performed as presented in text.

    c. Identification of educational achievements or types of services performed by initials and terms used for hospital personnel. Ward clerk thru BSN, Intern through the names used for all specialties, and including osteopath and chiropractor, in medicine. Include major therapies. ie: physical, respiratory, and occupations

2. Show KCC career slides

3. Tour KCC H. O. Department

E. Personal characteristics of a health care worker

1. Lecture concepts to include:

    a. People caring concepts

    b. Responsibility to the individual by the health care worker

2. Read and do selected activities from supplemental textbook "You and a Health Career"

F. Standards of personal hygiene and job performance of health care workers

  1. Lecture concepts to include:

    a. Textbook review

  2. View KHO 241 - "Your Total Image"

  3. Review local dress codes from HCI's

G. Legal and Ethical responsibilities of health care workers

  1. Lecture concepts to emphasize:

    a. Terms: negligence, criminal negligence, and malpractice

  2. Fill out incident report from hypothetical circumstances

  3. View In-Home Care tape - "Avoiding Liability"

III. Laboratory Demonstrations and Return Demonstrations Required by Students

A. None required

IV. Outside Assignments

A. Write a short essay discussing a career choice by the student, using the occupational report format.

B. Interview a person currently working in the field. Instructor assist with finding and arranging the interview.

C. Take the students on a get-acquainted picnic.

V. Unit Testing

A. Written test

B. Critique and discuss test and results

C. Read and grade occupational reports

D. Student presentation of occupation reports to the class

E. Application of material to current clinical sites or patients if involved in clinics

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UNIT II OUTLINE

UNIT II COMMUNICATIONS AND INTERPERSONAL RELATIONSHIPS

Section I. Basic Communications Skills

Section II. Establishing a Meaningful Relationship With a Client

Section III. Responding to Telephone and Intercommunication Devices

Section IV. Understanding the Role of Written Communications
Understanding the Use of the Military Time System

Section V. Use of a Care Plan

Handouts

1. Unit Outline
2. Dove Counter Intelligence Test
3. Ten Commandments of Listening
4. Study Guide of Interpersonal Techniques
5. "I am Old" and "It's Tough to be Old"
6. Residents Bill of Rights
7. Theraputic Communication Components

Required Vocabulary

Reality orientation
Code Blue
subjective
objective
incontinent
involuntary
q-

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UNIT II COMMUNICATIONS AND INTERPERSONAL RELATIONSHIPS LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Dove Counter Intelligence Test
3. Ten Commandments of Listening
4. Study Guide of Interpersonal Techniques
5. "I Am Old" and "It's Tough to be Old"
6. Residents Bill of Rights
7. AHA Patients Rights
8. Twelve Areas of Observation
9. Theraputic Communication Components

B. Review correct pronunciation and spelling of required vocabulary from the unit outline sheet

C. Read Chapter II of textbook, pages 26 to 41

II. Discuss Unit and Specific Objectives

A. Basic Communication Skills

1. Take the Dove Counter test and promote discussion
2. Lecture concepts to include:
    a. Definition of communication
    b. Parts of effective communications
        1. Sender
        2. Channel
        3. Message
        4. Receiver
        5. Effect on receiver

- c. Types of communications and outside factors
    - 1. Verbal - education, language barriers, cultural barriers, and use of slang
    - 2. Non-verbal - cultural and geographic
    - 3. Physical well-being of sender and receiver
    - 4. Emotional state of sender and receiver

3. Show KHO 239

4. Review Ten Commandments of Listening

5. Review Study Guide of Interpersonal Techniques, and rephrase concepts in their own words

B. Establishing a Meaningful Relationship with a Client

- 1. See film - "Peege"
- 2. Read aloud by student "I Am Old"
- 3. Read "It's Tough to be Old"
- 4. Lecture concepts to include:
    - a. Effects of aging on relationships
    - b. Effect of narcotics on communicative skills
        - 1. Confusion-Disorientation
        - 2. Dulled senses
        - 3. Irritability
        - 4. Nausea and vomiting
        - 5. Decrease in physical ability and resulting frustration
    - c. Review dealing with pediatric patients and their parents - textbook page 32.
    - d. Review worries and emotions of hospital patient from text, page 32. Promote class discussion by students who have been hospitalized.
    - e. Review handout - Theraputic Communications

f. Review positive and negative traits in health care workers from text page 16. Review and discuss personality traits of health care workers from book - Diversified Health Occupations, page 35.

g. Basic components of reality orientation method of communication.

  1. Eye contact
  2. Physical touch
  3. Repetition
  4. Patience to wait for an answer

C. Responding to Telephone and Intercommunication Devices

1. Lecture concepts to include:

a. Answering call lights

  1. Friendliness and promptness
  2. Turn off the call light to prevent others from also taking the time to answer
  3. Call the person by name if possible
  4. Don't raise your voice in anger, excitement or fear. Yelling almost always promotes an irrational response.
  5. Know emergency signals and codes in your institution. Example: Local Hospital - Code Red - STAT, 4104
  6. Be aware of sensory losses - blindness or hearing loss of your patients

b. Being phonogenic

  1. Answer with your name and title
  2. Pleasant voice
  3. Basic etiquette, pleases and thank you. No slang.
  4. Remember to speak at a normal rate, not too fast or slow
  5. Write down information as you talk to prevent repetition

6. Don't interrupt

7. When giving a negative response:

    a. Give a full explanation

    b. Express concern

    c. Avoid abrupt disconnection

8. Practice using calming state as described in the Medical Assistants Telephone Manual

D. Understanding the role of Written Communications
Understanding the use of Military Time System

1. Lecture concepts to include:

    a. Reporting is verbal, recording is written

    b. Charting is always in ink of appropriate color

    c. Procedure for correcting charting errors differs in each institution. Know the rules.

    d. Charts are legal documents and may be used in court of law

    e. Review page 37 of text on patient observations. Review handout of twelve areas of observation.

    f. Objective and subjective reporting. Review pages 40-41 of textbook.

    g. Stress accuracy of data on chart or reported

    h. Use of new technology and machines promotes accuracy and speed of reporting and recording data and supplies. Learning our to operate these machines safely and correctly is vital.

    i. Military time schedule. Numbering of hours to avoid confusion of AM and PM. First two digits are hour numbers, second two are minute numbers.

2. Take quizzes #5 and #6 from the textbook workbook. Discuss each problem.

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E. Use of Care Plans

1. Lecture concepts to include:

a. Written instructions to insure individualized and comprehensive care for a patient.

b. Changing shifts of personnel and changing status of patients requires a written down approach to insure continuity of care and prevention of errors.

c. Acute care plans are composed by doctors, nursing staff members, and therapists.

d. Long term care plans are composed by the patient himself, his family, doctors, nursing staff members, and therapists.

2. Read actual hospital charts and care plans from MRT supply. Discuss forms and terms used.

3. Review Patient's Rights and the Resident's Bill of Rights.

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Practice using calming techniques for answering emergency calls. Utilize Medical Assistant telephones.

IV. Outside Assignments

A. Each student should record their activities for a 24 hour period in military time.

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Collect and grade military time sheets

D. Application of materials to current clinical sites or residents

UNIT III OUTLINE

UNIT III PERSONAL HEALTH AND WELLNESS

Section I. Concept of Optimal Health

Section II. Factor Which Affect Health

- A. Pollution
- B. Exercise
- C. Stress
- D. Drugs
- E. Tobacco
- F. Alcohol
- G. Sexually Transmitted Disease

Section III. Community Resources For Promoting Health

Section IV. Nutrition and Health

Required Vocabulary

wellness
disease
infirmity
holistic
optimal health
vaso constrictor
addiction
stress
puberty
drug tolerance
drug
stimulant
depressant
hallucinogen
narcotic
sensory
motor
venereal
pollutant
inversion layer
decibel
biodegradable
nutrient
nutrition
calorie
-ose
EPA
DT's
VD
CD
OTC

UNIT III PERSONAL HEALTH AND WELLNESS LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Tobacco and Health
3. What is AA?
4. 7 Day Diet Chart
5. Canada's Food Guide
6. Vitamin Requirements Chart
7. Pollution Chart
8. Coping and Trusting
9. BAC Levels
10. Stress Test Rating Scale
11. Frame and Ideal Weight Chart
12. Drugs Don't Mix
13. Nutrients Chart

B. Review correct pronunciation and spelling of required vocabulary from unit outline sheet

II. Discuss Unit and Specific Objectives

A. Concept of Optimal Health. Lecture concepts to include:

1. Definition of
    - a. optimal health
    - b. mental health
    - c. physical health
    - d. social health
2. Relationship between the three aspects of health. Any breakdown in one area directly affects the other two. Discuss examples.

3. Definition of:
   a. wellness
   b. disease
   c. infirmity
4. Identifying trends in health problems
   a. Population - birth rates in the U.S. and the world
   b. Mortality rates - in the U.S. and in the world
   c. Morbidity rates
5. Holistic health care concept. Treating the person as a whole by prevention of disease which is the responsibility of the individual.

B. Factors which affect health

1. Air Pollution. Lecture concepts to include:
   a. Common contributors
      1. Transportation
      2. Industrial wastes
      3. Fuel combustion
      4. Incineration of solid wastes
   b. Air pollution effects on health
      1. Review facts and discuss three major air pollution disasters. Example: 1948 - Donora, PA
   c. Types of illnesses caused by air pollution
      1. Previous existing conditions
      2. Emphysema
      3. Cancers of the respiratory system
      4. Asthma and respiratory infections
      5. Black lung disease

d. Control of air pollution

  1. Clean Air Act 1955
  2. EPA - Environmental Protection Agency
  3. Changes required to manufacture automobiles 1975 legislation
  4. Epidemilogical studies to determine long term effects
    a. Definition - epidemilogical
    b. On going current epidemilogical studies. Bhopal, India, and Chernobyl Russia
  5. Definition of an inversion layer

2. Noise Pollution. Lecture concepts to include

  a. Definition - unwanted sound. Factors that determine whether sound is unwanted
    1. What it is
    2. Who's hearing it
    3. Condition of the listener
  b. Major contributors
    1. Aircraft
    2. Machines and construction
    3. Traffic
    4. Amplification of sound (usually music)
  c. Definition of noise measurement - decibel
  d. Noise pollution effects on health
    1. Increased temporary and permanent hearing loss
    2. Elevated blood pressure
    3. Constriction of blood vessels
    4. Nervous tension and irritability

- e. Noise pollution control
  - 1. OSHA - Occupational Safety and Health Agency
  - 2. Aircraft Noise Abatement Act 1965
  - 3. City noise ordinances and difficulty in enforcing

3. Water Pollution. Lecture concepts to include
   - a. Definition of water quality and term - biodegradable
   - b. Common contributors
     - 1. Chemicals applied to the land
     - 2. Raw sewage
     - 3. Industrial chemical wastes
     - 4. Detergents, oil, petroleum, and petroleum by-products
   - c. Types of water supplies
     - 1. Rain water
     - 2. Ground water - wells and aquafers
     - 3. Surface - lakes, ponds, etc.
   - d. Effects on health
     - 1. Live pathogens cause most deadly diseases
       - a. Cholera
       - b. Typhoid
       - c. Hepatitis
       - d. Schistosomiasis
     - 2. Toxic substances most common is U.S. water supply
       - a. Agricultural chemicals
       - b. Industrial wastes

        4. Dealing with stress - Review handout "Coping and Trusting" - Promote discussion
        5. Body responses to stress
        6. Most common problems associated with stress
            a. Mental illness
            b. Heart attacks
            c. Hypertension
            d. Cerebral Vascular Accident - Stroke
            e. Ulcers

10. View "How to Deal With Stress" film strip and cassettes
11. Use of Drugs. Lecture concepts to include
    a. Definitions of
        1. Drug
        2. Drug abuse
        3. Drug tolerance
        4. Physical addiction
        5. Psychological addiction
    b. Factors that lead to abuse and addiction
        1. Frustration and stress
        2. Personality traits
        3. Social and religious uses
        4. Hereditary
        5. Long term pain therapy
    c. Types of drugs, their effect on the body, their medical uses, and their street names
        1. Narcotics
        2. Stimulants
        3. Depressants
        4. Hallucinogen

e. Control of water pollution

1. Discuss example of severe water pollution Example: mercury poisoning of fish in Minamata Bay, Japan - 1950
2. State and Federal laws to force waste water plant to update their facilities to serve the numbers of population
3. Legislation to outlaw use of some agricultural chemicals. Example: DDT
4. Passage of federal laws to force private companies to pay for the clean up after improper dumping
5. Stricter laws and more testing of private wells

4. View film "What Price Progress?"

5. Solid Waste Pollution. Lecture concepts to include

a. Types of solid waste

1. Municipal
2. Mining
3. Agricultural

b. Improper solid waste disposal causes

1. Air pollution
2. Water pollution
3. Rodent population increases
4. Diseases in both men and wild life

c. Types of disposal systems

1. Open dumping - Prohibited
2. Ocean dumping - Prohibited
3. Sanitary landfill with adequate earth coverage - Encouraged
4. Incineration - Expensive and ineffective
5. Deep storage of radio-active wastes - Strictly controlled by the Federal Government
6. Recycling - Best method - Strongly encouraged Example: Disappearing paper plate

6. Review handout of Municipal Waste Chart

7. Review film, "The Garbage Explosion"

8. Positive Health Habits

   a. Regular Exercise. Lecture concepts to include

      1. Exercise is necessary in all three aspects of health. Give examples.

      2. Aerobic exercise - pattern of exercise which will strengthen the heart muscle.

      3. Method of determining working heart rate.

   b. View beginning aerobic tapes

   c. Adequate Sleep. Lecture concepts to include

      1. Definition of sleep

      2. Varying needs according to age

      3. Sleep habits consist mostly of rituals and routines

   d. Fatigue can be both mental and physical

   e. Vital signs decrease during sleep

   f. Why the human body requires sleep

      1. Most cell growth takes place during periods of sleep

      2. All cells need time to revitalize

9. Stress factors and their effect on health

   a. Display poster from "How to Deal with Stress" - Kit

   b. Physical and Mental Stress. Lecture concepts to include

      1. Definition of stress, both physical and mental

      2. Acceptable levels of stress change according to our circumstances and how we react

      3. Principle sources of stress - Review handout "Scale for Rating Life Changes"

12. Review handouts "Drugs That Don't Mix"

13. Conditions in Which Smoking is a Factor. Lecture concepts to include

    a. Harmful materials in cigarette smoke

    b. Physical effects of smoking

        1. Vaso constrictor

        2. Retention of harmful substances in the body

        3. Toxins have the ability to destroy vitamins

    c. Diseases in which smoking is a factor

        1. Cancer of the entire respiratory system

        2. Cancer of the kidney

        3. Heart disease

        4. Respiratory infections and conditions

        5. Effects on fetal development

    d. New research on the effects of second-hand smoke

    e. Short time duration of nicotine addiction. Psychological addiction is by far the strongest

14. Review booklet - "Tobacco and Health"

15. Alcohol - The Most Abused Drug. Lecture concepts to include

    a. Kinds of alcohol and percentages

        1. Distilled from wood

        2. Distilled from grains - beer and wines

        3. Distilled alcohol - hard liquor

    b. Patterns of use and abuse

        1. 1/2 of all highway deaths - alcohol related

        2. Estimated 15 million alcoholics

        3. Geography

        4. Education and family use

        5. Occupational and religion factors

        6. Hereditary factors

- c. Absorption by the body - Highly individual
    - 1. Tolerance
    - 2. Weight
    - 3. Type of alcohol
    - 4. Physical effort
    - 5. Rate
- d. Physical effects - Depressant not stimulant
- e. BAC - Legal description of level of intoxication
- f. Long term effects of alcohol on the body
- g. Fetal alcohol syndrome

16. Review handout - "Know your BAC"

17. Sexually Transmitted Diseases. Lecture concepts to include

- a. Definition of
    - 1. Communicable
    - 2. Venereal
    - 3. STD
- b. Sphylis
    - 1. Pathogen cause
    - 2. Stages, symptoms, and effect on the body
    - 3. Treatment
    - 4. Effect on fetus
- c. Gonnorrhea
    - 1. Pathogen cause
    - 2. Symptoms and effect on the body
    - 3. Treatment
    - 4. Effect on the fetus

- d. Herpes
    - 1. Pathogen cause
    - 2. Symptoms and effect on the body
    - 3. Treatment
    - 4. Effect on the fetus
- e. AIDS
    - 1. Pathogen cause
    - 2. Symptoms and effect on the body
    - 3. Treatment
    - 4. Effect on a fetus
- f. Safe sex practices - abstinence or condoms
    - 1. Proper rules for condom use

18. View film - "AIDS ALERT"

C. Community Resources for Promoting Health

1. Identify community resources for promoting and maintaining health. Lecture concepts to include
    - a. Alcoholics Anonymous
    - b. Ala-non and Ala-teen
    - c. Local hot line for drug abuse
    - d. Operation Venus - STD advice and information - national line - 1-800-523-1885
    - e. 911 emergency assistance system
    - f. Local self help groups available for almost every problem
2. Review handout - "What is AA?"
3. View KHO 395 - "Wearing a Medical ID Bracelet"

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D. Nutrition and Health

1. Read textbook pages 243-248

2. You Are What You Eat. Lecture concepts to include

    a. Definitions

        1. Nutrient

        2. Nutrition - science of

    b. Educational requirements and licensing of nutritionists and dieticians. Include list of possible employment areas.

    c. Review of digestion, absorption, metabolism, and water reabsorption from the GI Anatomy and physiology section

    d. Six types of nutrients

        1. Carbohydrates

            a. Sugars - -ose suffix - Function in the body and sources

            b. Starches - Function in the body and sources

        2. Fats - Function in the body and sources

            a. Animal or vegetable

            b. Saturated or unsaturated

        3. Proteins - Function in the body and sources

        4. Minerals - Function in the body and sources

            a. Calcium

            b. Phosphorus

            c. Iron

            d. Sodium and potassium

        5. Vitamins - Function in the body and sources

            a. Water soluable - C & B Complex

            b. Fat soluable - A, E, D, and K

        6. Water - Function in the body and adequate intake

   e. Four Food Groups

   f. Four factors that influence nutritional status

      1. Food availability and expense

      2. Meal planning

      3. Eating habits

      4. Food preferences

3. Review handout - "Nutrients"

4. Review handout - "Vitamin Requirement Chart"

5. Review Canada's Food Guide - point out differences between it and the Four Food Group requirements

6. See film - "Osteoporosis and You"

7. See film - "Cholesterol, Your Body, and You"

8. Calorie Intake and Weight Control. Lecture concepts to include

   a. Definition of a calorie

   b. Caloric intake required for weight gain, reduction, or maintenance

   c. Definition of "junk food"

   d. Amount of exercise needed to burn off calories

   e. Calorie needs change according to age. Give examples.

9. View film, KHO 548 "Dangerous Dieting"

10. Review handout - "Ideal Weight and Frame"

III. **Laboratory Demonstrations and Return Demonstrations Required by Students**

A. Aerobic exercise session in gym if possible

B. Student will determine his working pulse rate according to given formula

C. Student will accurately weigh and measure a classmate

D. Student will learn to use fat calypers and determine the percentage of body fat

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IV. **Outside Assignments**

A. Student will phone a local hospital health line and write a short report about a subject tape

B. Student will prepare a bulletin board showing multiple choices of food from the four food groups

C. Student will record everything they eat or drink (that which has any caloric value) for seven days. Using the seven day diet chart, they will determine

1. Number of servings per day in each food group

2. Number of calories per day

D. Have a student select a problem from a prepared set of family problems, and find a community help group. Example: Problem: Battered wife with small child and no money. Resource: Battered Women's Shelter. 366-0642

V. **Unit Testing**

A. Written test

B. Critique and discuss test

C. Collect and grade problem solving and health line reports

D. Review bulletin board and assess for accuracy and creativity

E. Review seven day diet charts. Stress food groups low in proper number of servings for good health. Circle junk food intake. Review calories with respect to weight gain or loss goals.

UNIT IV OUTLINE

UNIT IV LIFE CYCLE

Section I. Developmental Process of an Individual

Section II. Individual Needs by a Needs Model

Section III. Death and Dying

Section IV. Types and Functions of Family Units

Section V. Anatomy and Physiology of the Reproductive System

Section VI. Discussion of Sexuality Problems

Required Vocabulary

atherosclerosis
arteriosclerosis
osteoporosis
constipation
rigor mortis
hospice care
euthansia
code blue
PMC
family
nuclear family
extended family
blended family
adolescent family
lesbian
homosexual
bisexual
heterosexual
Required vocabulary list form Unit outline for A & P of the Reproductive System

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UNIT IV LIFE CYCLES - LESSON PLANS

I. Review Materials and Introduce Unit

- A. Distribute handouts
  - 1. Unit outline
  - 2. Erickson's Stages of Human Life Cycle
  - 3. Maslow's Hierarchy of Needs
  - 4. Required vocabulary from unit outline Anatomy and Physiology of the Reproductive System
- B. Review correct pronunciation and spelling of required vocabulary and spelling of required vocabulary words from
  - 1. Unit outline sheet
  - 2. Reproductive system unit outline sheet

II. Discuss Unit and Specific Objectives

- A. Developmental process of an individual
  - 1. Identify the stages of life from handout - "Erickson's Stages of Life Cycle"
  - 2. Stages of development are affected by. Lecture concepts to include
    - a. Heredity
    - b. Environment
      - 1. Physical
      - 2. Social
    - c. Development characteristics
      - 1. Physical
      - 2. Emotional
      - 3. Intellectual
      - 4. Social
  - 3. Discussion of how each of the eight stages of the life cycle are affected by physical, emotional, intellectual, and social characteristics.

B. Individual Needs By a Needs Model

1. Discuss handout "Maslow's Hierarchy Chart"

2. Read textbook pages 410-413

3. Physical changes in the aging process. Lecture concepts to include

    a. Loss of elasticity

    b. Loss of protective fatty tissue

    c. Arteriosclerosis

    d. Atherosclerosis

    e. Muscle weakness

    f. Osteoporosis

    g. Sensory nerve impairment

4. Social changes in the aging. Lecture concepts to include

    a. Larger number of over 65

    b. Impact of retirement on income

    c. Increased morbidity and increased medical costs

    d. Need for more housing

    e. Deficits in Federal Social Security system

5. Show film KHO 279 "When You Grow Old"

6. Show film KHO 264 "Aging"

C. Death and Dying

1. Read textbook pages 434-442

2. Promote discussion of students feelings and experiences with death

3. Dealing with the death of a friend or patient. Lecture concepts to include
    a. Necessity to grieve or express grief in different ways
    b. The hospice concept and volunteer training
    c. Code Blue or No Code Blue
    d. No extraordinary medical means to prolong life concept
    e. Definition of euthansia
    f. Quality of life and ability to enjoy life concepts
4. View films KHO 228 and 229 - Stress five steps of acceptance
    a. Denial and shock
    b. Rage and anger - stress willingness to listen
    c. Bargaining
    d. Depression - stress importance of touching
    e. Acceptance
5. View films KHO 141 and 142. Discuss methods shown by families in accepting the death of a loved one.
6. Display and explain the proper use of a past mortem kit
7. Review the importance of religious rites and customs for both the victim and his family
8. Field trip to a local mortuary

D. Identify types of families and their functions

1. The family unit. Lecture concepts to include
    a. New definition of a family
    b. Changing of stereotyped family roles
    c. Functions of families
        1. Emotional support
        2. Physical needs
        3. Social needs
        4. Intellectual needs

- d. Types and descriptions of families
    - 1. Nuclear
    - 2. Extended
    - 3. Blended
    - 4. Two-career
    - 5. Single parent
    - 6. Adolescent

E. Anatomy and Physiology of the Reproductive System - Lesson plans

F. Discussion of Sexuality Problems

- 1. Sexual typing. Lecture concepts to include
    - a. Heterosexual
    - b. Homosexual
    - c. Slang - Gay or Lesbian
    - d. Bisexual
    - e. Transestite
- 2. Acceptance of different sexual life styles
    - a. Geographical
    - b. Legal
        - 1. Marriage of homosexuals
        - 2. Adoptions by homosexuals
        - 3. Job protection
        - 4. Housing discrimination
    - c. Percentages in populations
    - d. Brief discussion of sex change operations

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III. Laboratory Demonstrations and Return Demonstrations Required By Students

A. Use of a PMC pack

IV. Outside Assignments

A. Student will bring in a current newspaper or magazine article dealing with legal aspects of sexual type. Example: AIDS testing for homosexuals

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Collect articles

D. Application to current clinical sites or residents

UNIT V OUTLINE

UNIT V TERMINOLOGY

Section I. Medical Terms and Abbreviations Commonly Used in the Health Care Setting

Section II. Appropriate Medical Terms Used in Communicating

Section III. Use of Medical Dictionaries

Required Vocabulary

Abbreviations

A. C.
P. C.
H. S.
BID
TID
QID
q
qd
IV
OT
PT
DC
NPO
STAT
S.O.B.
TPR
BP
Wt.
TLC
ADL
BRP
CD
EKG
EEG
H2O
I & O
O2
P. O.
Pre-op
VD
RBC
WBC
ROM
GI
OR
FF
RT
CVA
PRN
Rec T

Prefixes

colo-
hepa-
hema-
ortho-
osteo-
gastri-
pneumo-
chole-
cysto-
cardio-
cephal-
path-
neuro-
renal-
vascular-

Suffixes

-ectomy
-otomy
-itis
-ostomy
-oscopy
-ology

Words

prognosis
diagnosis
emesis
cyanosis
anorexia
dyspnea
systolic
diastolic
acute
chronic
malignant
benign
edema
decubitus ulcer
ambulatory
neo-natal
prone
supine
superficial
deep
anterior
posterior
truama

UNIT V MEDICAL TERMINOLOGY LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Required vocabulary list
3. Appendix

B. Review correct pronunciation and spelling of vocabulary list

C. Read textbook pages 43-67

II. Discuss Unit and Specific Objectives

A. Understand medical terms and abbreviations commonly used in the health care setting. Lecture concepts to include

1. Definition of word parts
    a. root
    b. prefix
    c. suffix
2. Using examples from vocabulary list, identify three parts
3. Stress correct spelling is essential for proper meaning
4. Using 2 roots - textbook page 50

B. Using appropriate medical terms when communicating in the health care setting. Lecture concepts to include

1. Use lay terms when dealing with lay people. Example: Edematous is a confusing word. Swelling is understandable.
2. In order to communicate, both must understand the words
3. Learn to pronounce words. Don't be afraid to ask. Phonics helpful.
4. Spell correctly

C. Using Medical Dictionaries. Lecture concepts to include

1. Tables and charts in medical dictionaries. Example: prefixes and suffixes

2. Types

   a. Spellers only

   b. Dictionaries - pronunciation and definition

III. Laboratory Demonstrations and Return Demonstrations Required by Students

A. None required

IV. Outside Assignments

A. Student will make a set of flash cards using the required vocabulary list.

B. Student will select a description of a medical problem from a prepared selection, and using the local phone book, will identify the right medical specialty field.

C. Student will use a medical dictionary and appendix to answer selected grab bag questions.

V. Unit Testing

A. Quiz #3, page 45 - workbook text

B. Written test

C. Critique and discuss test

D. Collect and discuss medical specialist answers

E. Collect and discuss answers to dictionary grab bag

UNIT VI OUTLINE

UNIT VI MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

Section I. Maintain a Safe Environment

Section II. Demonstrate Principles of Good Body Mechanics

Section III. Community Agencies Involved in Accident Prevention

Section IV. Recognizing and Preventing Hazards in the Health Care Setting

Section V. Emergency Procedures

Section VI. Fire Prevention and Fire Safety

Required Vocabulary

alignment
body mechanics
posey restraint
grounded plug
gurney
thermal
fire prevention
fire safety
combustible
OSHA
W/C
Code Blue or Code Red
STAT
oxygen flowmeter

UNIT VI MAINTAINING AND PROMOTING A SAFE ENVIRONMENT LESSON PLANS

I. Review Materials and Introduce Unit

- A. Distribute handouts
  - 1. Unit Outline
  - 2. LCW Incident Report Form
- B. Review correct pronunciation and spelling of vocabulary from unit outline sheet
- C. Read textbook pages 65-78, pages 174-191

II. Discuss Unit and Specific Objectives

- A. Maintain a safe environment. Lecture concepts to include
  - 1. General safety rules
  - 2. Chemicals used and storage of chemicals
  - 3. Locking cupboards and storage areas
  - 4. Reading labels
  - 5. Use of gloves and masks if necessary
  - 6. Electrical safety rules
    - a. Proper plugs and wires
    - b. Dangers of water and electricity
    - c. Dangers of over loading circuits, fuses, and circuit breakers
- B. Body Mechanics
  - 1. Lecture concepts to include
    - a. Definition of body mechanics
    - b. Review points 1-11, pages 174-175
    - c. Principles
      - 1. Alignment
      - 2. Firm base
      - 3. Effective use of correct muscles
  - 2. Show films KHO 13 and KHO 38

C. Community agencies involved in accident prevention

  1. Lecture concepts to include

    a. OSHA - Under funded and understaffed Federal, State, and Local agencies

    b. Police and fire departments safety campaigns and educational classes

    c. Workmen's Compensation Law

    d. Private insurance companies' educational and safety requirements

    e. Incident reports and accident forms - two functions

      1. Cover simple injuries becoming serious

      2. Repeated reports indicate need for change

  2. Fill out an incident report from a local nursing home

D. Recognize and prevent hazards in a health care setting. Lecture concepts to include

  1. Safety is #1 priority in any activity

  2. Four most common causes of accidents

    a. Falls

    b. Fire

    c. Chemical injuries

    d. Mechanical object injuries

  3. Physical changes that may result in accidents

    a. Loss of sensory receptors, blind, etc.

    b. Mental confusion

    c. Loss of motor function and strength

    d. Emotional stress and tension accident prone people - yes

4. Preventing falls
    - a. Position equipment
    - b. Lower the bed level
    - c. Wipe up moisture on floors
    - d. Clean up work areas
    - e. Failure to lock wheels or use safety devices
5. Preventing thermal injuries
    - a. Know how to use equipment
    - b. Know physical signs of danger to patient
    - c. Always make sure patient has call light within reach
    - d. Know and enforce smoking rules
6. Assess your patient
    - a. Safety equipment - side rails, posey restraints, and bed sensors
    - b. Safe use of equipment, wheelchairs, walkers, and crutches

E. Emergency procedures. Lecture concepts to include

1. Three steps for emergencies
    - a. Don't panic
    - b. Seek help
    - c. Do what you can to protect yourself and the patient
2. Know what to do in case of
    - a. Heart attack
    - b. Fainting
3. Know how to use 911 system if available in your area

F. Fire prevention and safety. Lecture concepts to include

1. Definitions of fire prevention and fire safety
2. Major causes of fires: page 75 in the textbook

3. RACE system page 75 in the textbook
4. Safe smoking rules (repeated)
5. Misuses of electricity
6. Fire prevention and use of oxygen

III. **Laboratory Demonstrations and Return Demonstrations by Students**

A. Use of good body mechanics

IV. **Outside Assignments**

A. Get a copy of fire or evacuation rules from a place of business, school, or health care setting

V. **Unit Testing**

A. Written test

B. Discuss and critique test

C. Review evacuation rules brought in by students

D. Application of materials to current clinical sites or residents

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UNIT VII OUTLINE

UNIT VII INFECTION CONTROL

Section I. Medical Asepsis

- A. Understand the nature of microorganisms
- B. Understand the spread of microorganisms
- C. Purpose of medical asepsis
- D. Hand washing techniques
- E. Handle patient care objects in an aseptic manner

Section II. Sterilization and Disinfection

- A. Methods
- B. Cleaning instruments
- C. Package equipment/supplies for sterilization

Section III. Isolation

- A. Purpose
- B. Types of isolation
- C. Psychological effects
- D. Mask, gown, and gloving techniques
- E. Techniques for removal of contaminated material

Required Vocabulary

medical asepsis
pathogen
microorganism
communicable disease
aseptic
spore
infection
reinfection
cross-infection
contaminated
clean
dirty
sterile
sterilization
disinfection

antiseptic
autoclave
pasteurization
reverse isolation
enteric
nosocomial
fermentation
C. D.
C. D. C.

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UNIT VII INFECTION CONTROL LESSON PLANS

I. **Review Materials and Introduce Unit**

   A. Distribute handouts

      1. Unit outline

      2. Color code work sheets

   B. Review correct pronunciation and spelling of vocabulary from unit outline sheet

   C. Read textbook pages 79 - 105

II. **Discuss Unit and Specific Objectives**

   A. Medical asepsis

      1. Understanding the nature of microorganisms. Lecture concepts to include

         a. Definition of microorganism

         b. Beneficial microorganisms - Example: Fermentation

         c. Harmful microorganisms causing diseases are called pathogens

         d. Types of pathogens and examples of disease caused

            1. Virus - Example: common cold, influenza

            2. Bacteria - Most common are staphlococcus and streptococcus. Pus forming infections. Pneumonia.

            3. Rickettsie - Carried by animals and spread to man. Example: Rocky Mountain Fever or Lyme's disease

            4. Protozoa - Animal parasites that can live in man. Example: Malaria

            5. Molds and Fungi - Microscopic plants that grow in human tissue. Example: ring worm, athletes foot

      2. Ways Microorganisms Are Spread. Lecture concepts to include

         a. Factors conducive to growth of bacteria - textbook page 82

         b. Definition of a spore

         c. Methods of spread - textbook page 84

- d. Definition of:
    - 1. infection
    - 2. re-infection
    - 3. cross infection
    - 4. nosocomial infection
    - 5. contaminated or dirty
- e. Body defense against pathogens
    - 1. Antibodies - immune system
    - 2. White blood cells
    - 3. Increase in body temperature
    - 4. Body fluid production - Example: nasal mucous when common cold is present
    - 5. Sense of fatigue
    - 6. Cilia
    - 7. HCL in stomach
- f. View KHO 151 - "Antibodies - The Micro Warriors"

3. Medical Asepsis. Lecture concepts to include
    - a. Definition
    - b. Essential to protect the health of care givers and patients
    - c. Necessary practices
        - 1. Hand washing - most important
        - 2. Know the signs of infection
        - 3. Understand how pathogens are spread
        - 4. Good isolation techniques
4. Hand washing Techniques. Lecture concepts to include
    - a. Review textbook pages 87-88
    - b. Stress use of gloves in situations of heavy contamination or inadequate washing supplies

  c. Explain differences between a medical scrub and a surgical scrub

  d. Do glo germ and ultra violet light demonstration to show contamination possibility even after washings

  e. View KHO 49 - "Hand washing"

5. Handling Patient Care Objects In An Aseptic Manner - Lecture concepts to include

  a. Hand washing

  b. No linen on floor, always in a bag and don't shake out linen

  c. Empty bed pans and urinals quickly

  d. Use water proof bags for disposal of all contaminated materials

  e. Change drinking water frequently. Dispose of uneaten food promptly

  f. Cover your mouth when coughing or sneezing

  g. Personal items should be used only for the patient who's name or bed number is on them

  h. Establish the reason for clean and dirty utility rooms

B. Sterilization and Disinfection

1. Methods. Lecture concepts to include

  a. Definition of disinfection and sterilization

  b. Three methods of sterilizing

    1. Autoclave - Steam - Temperature 250° to 275° - Pressure of 15 pounds per inch - Used for everything but plastic and cutting edges

    2. Gas autoclave - Ethylene oxide heated to 110° - Used for everything including plastic but not cutting edges

    3. Chemical bath - Alcohol, zephirian, chloride, phenol, and mercury bichlorides - Used for cutting edges, instruments

c. Disinfectants

  1. Used on skin are called antiseptics

    a. Methioalate - mercurochome, iodine, and household products

    b. Alcohol, zephirian, chloride, betadine - Used in institutions

2. Cleaning Instruments. Lecture concepts to include

  a. Chemical bath

    1. Scrub with detergents

    2. Rinse with hot water

    3. Dry

    4. Immerse in solution of proper strength for proper length of time

  b. Pasteurization

    1. Constant 140°

    2. 30-40 minutes

    3. Accomplished by commercial machine

3. Package Equipment/Supplies For Sterilization. Lecture concepts to include

  a. Procedure for packaging an item for the autoclave

    1. Clean cloth or disposable paper

    2. Check item for cleanliness

    3. Place wrapper on clean, dry surface

    4. Place item in the middle

    5. Open hinges - Remove lids - Expose all areas

    6. Fold - top, left, right, and bottom - making corners to pull

    7. Secure with autoclave tape, sterilometer - Label and date

c. Pouring a sterile liquid
   1. Check label
   2. Open cap - place with lid face up
   3. Waste small amount
   4. Poor without touching the two containers
   5. Recap quickly

d. Unwrapping a sterile package
   1. Break tape
   2. Place with fold away from you on clean, dry surface
   3. Use top corners to open
   4. Use forceps to transfer to sterile field
   5. Paper bag - tear off end and dump contents on field without touching
   6. Outside one inch of any sterile field is considered contaminated

e. View KHO 18 - "Sterile Techniques" and KHO 52 - "Sterile Field"

C. Isolation
   1. View KHO 22
   2. Review text book pages 89-105
   3. Purpose and Statistical Data. Lecture concepts to include
      a. Definition of isolation and nosocomial
      b. 2 million nosocomial infections every year
      c. Hand washing is greatest, single tool to prevent spread
   4. Types of Isolation and Requirements. Lecture concepts to include room type, use of gowns, masks, and gloves
      a. Strict - color code yellow
      b. Wound and skin - color code green

    - c. Respiratory - color code light blue
    - d. Enteric - color code brown
    - e. AFB tuberculosis - color code grey
    - f. Contact - color code orange
    - g. Blood and body fluids AIDS - color code pink

5. Psychological Effects on Patients. Lecture concepts to include
    - a. Patient feelings of being dirty or contaminated
    - b. Limits numbers of visitors
    - c. Reactions of fear from relatives and friends
    - d. Limits ability to move about for therapies
    - e. Adds to total cost of bill

6. Use of Masks, Gowns, and Gloves. Lecture concepts to include
    - a. Use of face masks
        - 1. Review text page 100
        - 2. Stress control is only for 30 minutes
    - b. Gowning
        - 1. Review textbook
        - 2. Stress identifying contaminated surfaces of gown
    - c. Gloves
        - 1. Non-sterile - pull cuffs entirely over gown cuffs, and remove by pulling on outside of one and inside of other
        - 2. Sterile - View KHO 51

7. Techniques for removing contaminated material
    - a. Double Bagging. Lecture concepts to include
        - 1. Melt away bags
        - 2. Need for immediate and proper disposal

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Hand washing technique

B. Clean and wrap an object or instrument for sterilization in an autoclave

C. Open a sterile package, creating a sterile field, and add to it by use of sterile forceps

D. Pour a liquid into a sterile basin

E. Proper procedure for putting on a mask, gown, and gloves before entering an isolation unit

F. Proper procedure for putting on sterile gloves

G. Double bagging techniques

IV. Outside Assignment

A. Student will make isolation flash cards using proper colored paper for each type of isolation

V. Unit Test

A. Play flash card game

B. Written test

C. Discuss and critique list

D. Application of materials to current clinical sites or residents

UNIT VIII OUTLINE

UNIT VIII OBSERVING AND RECORDING - VITAL SIGNS

Section I. General Observations

Section II. Measuring and Recording Vital Signs

Required Vocabulary

subjective
objective
cyanosis
gait
systolic
diastolic
excretion
axillary
apex
bradycardia
tachycardia
arrhythemia
pulse rate
pulse rhythem
pulse force
hypertension
hypotension
T
P
R
BP
(R)
(AX)
WT

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UNIT VIII OBSERVING AND RECORDING VITAL SIGNS LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. 12 areas of assessment
3. TPR worksheet
4. Temperature worksheet
5. BP worksheet

B. Review correct pronunciation and spelling of required vocabulary from unit outline

C. Read textbook pages 36-42 and 215-239

II. Discuss Unit and Specific Objectives

A. General Observations. Lecture concepts to include

1. Review concepts of subjective and objective reporting, using all five senses, and importance of accuracy
2. Need to assess emotional as well as physical changes
3. Review handout "Twelve Areas of Physical Assessment"

B. Measuring and recording vital signs

1. Normal Vital Signs. Lecture concepts to include

    a. Temperature - 98.6° F or 37° C

        1. Definition
        2. Cannot be changed at will. Not affected by sex, age, or emotions
        3. Lower when sleeping
        4. Affected by environment conditions
        5. Body heat produced by all cells and organs functioning at proper levels

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b. Pulse - Infants - 115 to 130
Childhood - 80 to 115
Adult - 72 to 80

1. Definition
2. Changes rapidly with exercise and with emotional swings
3. Slower when sleeping
4. Not affected by environment, slows with aging

c. Respirations - Infants - 30 to 35
Adults - 16 to 20
Elderly - 10 to 16

1. Definition
2. Not affected by sex
3. Lower when sleeping
4. Rapid changes with exercise and emotional swings
5. Not affected by environment except as cold slows all body functions
6. Can be controlled at will be individual

d. Blood Pressure - Adults - 120/80
Elderly - slight elevation

1. Definition
2. Not affected by sex or environment. Only very slight increase during exercise.
3. Difficult to measure in children under age 9 without special equipment
4. Elevates with intense emotional swings
5. Lowers during sleep
6. Cannot be controlled at will be individual

7. Factors that control blood pressure
    a. Volume of blood
    b. Heart muscle strength
    c. Weight
    d. Condition of blood vessels
8. Define terms systolic and diastolic

2. Measuring Vital Signs. Lecture concepts to include
    a. Temperature may be recorded in Celsius or Fahrenheit scales
        1. Sites may be
            a. Mouth
            b. Forehead
            c. Axilla
            d. Rectum
        2. Types of thermometers
            a. Glass with sheaths - both rectal and oral
            b. Digital with sheath - both rectal and oral
            c. Disposable - oral or forehead
        3. Everyone has a temperature, fever indicates elevation
        4. Care of glass thermometers
            a. Shake down carefully
            b. Always shake down before use - flip wrist
            c. Wash in cold water
        5. Safety factors
            a. Patient assessment - don't use oral glass oral thermometer if in doubt. Review textbook page 224.
            b. Never let go of a rectal thermometer
            c. Always lubricate sheath when using a rectal thermometer

6. Accuracy
    a. Stress adequate time and proper procedure according to equipment used
    b. Don't trust memory. Write it down.
    c. Be aware of patient activity that would affect outcome. Example: Drinking ice water
    d. Always mark deviations from normal oral method. Example: (R) rectal. (AX) axillary. Note difference in normal readings.
    e. Always record data in same order T-P-R-BP
7. Review and do temperature worksheet

b. Pulse

1. Sites
    a. Temporal
    b. Carotid
    c. Apical
    d. Brachial
    e. Radial
    f. Femoral
    g. Popliteal
    h. Pedal
2. Accurate measurement for site of reading
    a. Proper time span - Example: apical always 60 seconds
    b. Multiply correctly
    c. Write it down
3. Definition
    a. Rate - beats per minute
        1. Bradycardia - under 60
        2. Tachycardia - over 100

- b. Rhythm - Intervals between beats are regularly spaced
    - 1. Arrhythemia - irregular heart beat
- c. Force - How hard the beat is to feel
    - 1. Weak or thready - difficult to feel
    - 2. Bounding - easy to feel

4. Apical pulse and Apical pulse deficit
    - a. Identify parts of stethoscope
    - b. Review textbook procedures
    - c. Stress when counting heart beat be aware of divided sound of one beat
    - d. Firm chest pressure - helps to eliminate respiration sounds
    - e. Best method for determining a pulse deficit is 2 people at the same minute
    - f. Clean stethoscope ear pieces

c. Respirations

1. Sites
    - a. Watch chest rise and fall
    - b. Watch abdomen rise and fall
    - c. Place hand on chest to feel movement
    - d. Listen to air coming out
2. Accuracy of measurement
    - a. Definition of respiration - one inspiration plus one respiration equals one respiration
    - b. Proper time span
    - c. Multiply correctly
    - d. Write it down
    - e. Patient can control respirations! Discuss methods of concealing the fact you are recording this data

3. Definition of terms used to indicate abnormal respirations
    - a. apnea
    - b. dyspnea
    - c. shallow
    - d. deep
    - e. stertorous
    - f. Cheyne-Stokes
    - g. Kussmaul

d. Blood pressure

1. Sites
    - a. upper arm
    - b. thigh
2. Types of equipment
    - a. Aneroid - self contained dial and cuff
    - b. Mercurial - walls bracket dial or box attached to cuff
    - c. Digital - not used in hospitals now
3. Accuracy of measurement
    - a. Proper position of cuff
    - b. Wrapping cuff securely
    - c. Not over clothing
    - d. Proper rate of needle descent for accurate dial reading
    - e. Write it down
    - f. Don't inflate too high and cause discomfort, and deflate quickly after diastolic reading
4. Clean stethoscope ear pieces and put cuffs away properly
5. Do blood pressure worksheets

3. Do TPR worksheet

III. Laboratory Demonstrations and Return Demonstrations Required by Students

A. Procedure for applying a sheath and accurate readings of both Celsius and Fahrenheit thermometers

B. Procedure for accurately counting pulses at the radial, carotid, and apical sites

C. Procedure for determining an apical pulse deficit

D. Procedure for accurate counting of respirations

E. Procedure for accurate reading of a blood pressure

IV. Outside Assignments

A. Using equipment checked out to students, they will record the vital signs of as many people in their community as possible

V. Unit Testing

A. Written test

B. Discuss and critique test

C. Application of materials to current clinical sites or residents

D. Discuss problems encountered by the students when doing procedures outside of the laboratory.

UNIT IX OUTLINE

UNIT IX ACTIVITIES RELATED TO PATIENT SAFETY, CARE, AND COMFORT

Section I. Patient Care Safety

Section II. Lifting, Moving and Positioning

Section III. Mobility Activities

A. Range of Motion

Section IV. Recreational Therapy

Required Vocabulary

posey restraint
thermal
Fowler's position
semi-Fowler's position
Trendelenburg
supine
prone
alignment
log roll
dangling
walker
lateral position
Sim's position
contracture
abduct
adduct
rotate
flex
extend
hyperextend
inversion
eversion
isometric exercise
active exercise
passive exercise
atrophy
opposition of thumb
ROM

UNIT IX ACTIVITIES RELATED TO PATIENT SAFETY AND COMFORT LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline

2. "Dangers of Going to Bed"

3. ROM Diagram

B. Review correct pronunciation and spelling of required vocabulary from unit outline sheet

C. Read textbook pages 174-195, 373-378, and 422-427

II. Discuss Unit and Specific Objectives

A. Patient Safety. Lecture concepts to include

1. Identification methods

a. Wrist bands - always read

b. Mother-baby - wrist bands, finger and foot prints

c. Address patient by name

d. Long term care center - check wrist band or identify picture in the cardex as many residents will answer to any name or question

2. Preventing falls

a. Review causes of falls unit from

1. Position equipment

2. Lower bed level

3. Wipe up moisture from the floor

4. Failure to lock wheels

b. Proper use of side rails and posey restraints. Review from Unit VI.

c. Method of breaking a patient's fall

d. Review dangers of thermal injuries from Unit VI

e. Stress continued monitoring of water temperature when bathing patients

f. Wheelchair safety

1. Do not wheel backwards

2. Stress having limbs, tubing, blankets, and positioning equipment free of the wheels

B. Lifting Moving and Positioning Clients. Lecture concepts to include

1. Adjusting a hospital bed

a. Review positions

b. Stress returning crank to neutral position on non-electric bed

c. Discuss types and use of side rails. Review

2. Positioning

a. Types

1. Fowlers and semi-Fowlers

2. Prone and Supine

3. Trendelenberg and Reverse

4. Trendelenburg

5. Sims

6. Lateral

b. Equipment needed

1. Pillows - large and small

2. Padding - lamb's wool, towels, and foam

3. Trochanter roll

4. Hand rolls

5. Foot boards

c. Postural Deviations

1. Define terms: contracture, curvature, and external rotation

2. Cervical flexion

        3. Curvatures of thoracic and lumbar spine
        4. External rotation of arms and legs
        5. Contractures of hands, arms, shoulders, and knees
        6. Foot drop
      d. Define good body alignment
      e. Moving a patient up in bed
        1. Stress - remove pillow, count out loud, and raise the bed to good working height
      f. Define term "dangling"
      g. Review safety manual for Hoyer Lift
    3. View KHO 30 - "Positioning to Prevent Contractures"

C. Range of Motion. Lecture concepts to include

1. Review of cartoon picture "Dangers of Going to Bed"
2. Definition of terms
    a. active and passive
    b. isometric
    c. isotonic
    d. muscle tone and atrophy
3. Definition of terms
    a. flexion extension
    b. adduction and abduction
    c. eversion and inversion
    d. rotation
    e. opposition of thumb

4. Stress principles
    a. Part of cares - no doctor's order necessary
    b. To the point of pain, watch patient's face
    c. Three times each exercise
    d. Support joint above and below
    e. Everyday consistency needed to prevent contractures
5. Show KHO 35

D. Recreational Therapy. Lecture concepts to include
1. Education - 4 year University degree
2. Function - Integrate leisure activities into all other therapies in the ADL's. Create activities of interest to the clients.
3. Possible activities
    a. Nail care, beauty shop, barber
    b. Social activities - parties, teas, birthday and holiday celebrations
    c. Assist families in planning and carrying out activities
    d. Outings, trips, and crafts
    e. Fund raising
    f. Community liaison

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Positions of a hospital bed and side rails

B. Breaking a patient's fall

C. Proper position and equipment for
1. Supine position
2. Prone position
3. Lateral or side-lying
4. Semi-Fowlers

D. Changing a patient's position

1. Moving up in bed

2. Rolling from side to side, log rolling

3. Sitting up

E. Use of wheelchair and gurney

F. Use of a Hoyer Lift

G. Range of Motion exercises

IV. Outside Assignments

A. Student will assist with a holiday or birthday party at a long term care facility

V. Unit Testing

A. Written test

B. Discuss and critique test

C. Application of material to current clinical sites or residents

LESSON PLANS

NURSE AIDE/ORDERLY

a:nao/4-88/jm

UNIT OUTLINE

UNIT X NURSE AIDE/ORDERLY

Section I. Orientation

Section II. Personal Care of the Patient

- A. Patient unit
- B. Bed baths
- C. Back rubs and decubitus ulcer prevention
- D. Tub baths and showers
- E. Bed making
- F. Oral Hygiene
- G. Personal Hygiene
- H. Grooming
- I. Elimination needs

Section III. Food Service

- A. Nutrition principles
- B. Theraputic diets
- C. Self feeding patients
- D. Feeding skills
- E. Between meal nourishments
- F. IV therapy and gavage

Section IV. Routine Cares

- A. Intake and output
- B. Specimen collection
- C. Urine and stool collections
- D. Bowel and bladder training
- E. Urinary catheter care
- F. Enemas and rectal treatments
- G. Colostomy care
- H. Hot and cold treatments
- I. Height and weight
- J. Preoperative and post operative procedures

Section V. Admission, Transfer, and Discharge

- A. Correct and safe procedures
- B. Assist with physical examinations

a:nao/4-88/jm

Section VI. Care of the Dying Patient

A. Feelings and attitudes of the patient, family, and health worker

B. Client behaviors and nursing measures

C. Postmortum care

Required Vocabulary

A-P mattress
absorption
anesthesia
anti-embolism hose
antiperspirent
aquamatic pad
aspiration
B & B
bath blanket
binder
cc
cm
CNA
catheter
chemical digestion
clear liquid
colostomy
commode
constipation
dehydration
dentures
deodorant
diarrhea
diuretic
dorsal lithotomy position
dorsal recumbent position
drape
draw sheet
edema
egg crate mattress
emesis basin
enemas till clear
extra cellular
FF
FxU
fecal impaction
feces
flatus
fluid balance
Foley
full liquid
incontinent
infra red
inpatient
intracellular
kg
knee-chest position
laxative
local application
low fat diet
low residue diet
low sodium diet
mechanical digestion
metabolism
NG
NPO
nasogastric tube
OR
-oscopy
-ostomy
-otomy
oil retention enema
oral hygiene
ottoman
out patient
PAR
PMC
PX
pediatric
peri-care
perineal
peristalsis
podiatrist
postoperative
preoperative
prosthesis
psychiatric
rigor Mortis
SS
salt free diet
sitz bath
soap suds enema

Required Vocabulary (cont)

- gavage
- general application
- genital
- geriatric
- geri-chair
- graduate container
- ht
- I & O
- IV
- intra-
- illeostomy
- soft diet
- soft mechanical diet
- specimen
- sputum
- stoma
- stool
- suppository
- tarry stool
- theraputic
- ultra violet
- urinal
- void
- wt

UNIT X NURSE AIDE/ORDERLY LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Ten rights for specimen collection
3. Centimeter and kilogram work sheets
4. Patients clothes lists
5. Intake and output shift sheets
6. Incident report form

B. Review correct spelling and pronunciation of required vocabulary from unit outline

C. Read textbook pages as indicated under specific objectives

II. Discuss Unit and Specific Objectives

A. Orientation. Read textbook chapter 1. Lecture concepts to include

1. Differences between acute care and long term or extended care facility
2. Types of Iowa licenses for long term care facilities
    a. skilled
    b. intermediate
    c. residential
3. Types of patients residing in a long term care facility
    a. geriatric
    b. pediatric
    c. orthopedic
    d. psychiatric
4. Types of illnesses common to residents of a long term care facility

5. Identify changes required to adapt to residents age and condition. Examples
    - a. geriatric - side rails and restraints
    - b. pediatric - adaptive furniture
    - c. orthopedic - prosthesis or immobilizer
    - d. psychiatric - restricted units
6. Legal and ethical responsibilities of an aide/orderly
    - a. Stress ethics of confidentiality page 18
    - b. Stress code of ethics page 17
    - c. Define malpractice and negligence
7. Accuracy of record keeping
    - a. Review computer care plan from Living Center East
8. Training and hour requirements for a 60 CNA and 120 CNA

B. Personal Care of Patients. Read Chapter 6 and 7 of textbook. Lecture concepts to include

1. Organizing the patients unit
    - a. Identify major items
    - b. Identify disposable items for personal care
    - c. Discuss additional equipment often found in a long term care unit
        1. Ottoman
        2. Geri-chair
        3. Egg crate mattress
        4. Alternating air pressure mattress
        5. Commode

2. Give a bed bath
    a. Review function and structure of skin from Anatomy and Physiology section
    b. Purposes of giving a bed bath
        1. Stress cleanliness, but also opportunity for communication and observation
    c. Discuss different procedures for a complete or partial bed bath
    d. Define terms genital area, and perineal area
    e. Review reasons for good perineal care
    f. Discuss proper draping for warmth and privacy and use of bath blankets
3. Skin care and back rubs
    a. Define the term decubitus ulcer
    b. Discuss most common sites for decubitus ulcers to occur
    c. Describe the signs and symptoms of a decubitus ulcer, and methods of prevention
    d. Discuss protective devices
        1. Moon boots
        2. Lambs wool
        3. Powder
        4. Ointments
        5. Clinitron bed
    e. View KHO 21 - "Prevention of Decubitus Ulcers" if not seen in the Anatomy and Physiology section
4. Assist patient in showering and tub bathing
    a. Stress following safety rules
        1. Water temperature

2. Hand rails and protective devices

3. No locked doors

4. Never leave an infant or child alone around water

b. Discuss uses of a whirlpool bath and necessity to follow rules

c. Stress proper cleaning of all equipment used

1. Long term care facility may require cleaners to be stored under locked conditions

d. Bathing of infants and children

1. View Mercy Hospital tape "Bathing Your New Born Baby"

5. Making beds

a. Discuss importance of the patients bed, changing linen, and correct procedures for making

b. Discuss linen change policies in long term care facilities

6. Provide mouth care

a. Define term oral hygiene and dentures

b. List signs and symptoms of oral pathology

1. Patient complains of a bad taste in his mouth

2. Breath odor is foul

3. Tongue coated

4. Bleeding gums

5. Pain

c. Oral hygiene methods using brushes, tablets, commercial lemon glycerin swabs, and emesis basins for 3 types of patients

1. Conscious ambulatory patients

        2. Unconscious patients
        3. Patients with dentures

7. Assisting with personal hygiene
    a. Definition of hygiene
    b. Differences between an antiperspirant and a deodorant
    c. Use of perineal cleansers
    d. Use of powders
    e. Use of adult diapers, or sanitary pads

8. Assist the patient with grooming
    a. Dressing and undressing a patient
        1. If patient has paralysis of one side, always begin on that side
        2. Be aware of the concept that loss of body heat because of muscle inactivity causes many long term care patients to require more layers of clothing
        3. Follow the rule of only uncovering the area necessary
    b. Shampooing and combing is very important for feeling good
        1. Long term care patients may go to a beauty shop. Always check before shampooing.
    c. Finger nails and toe nails
        1. Define podiatrist
        2. Most toe nail problems in a long term care facility are treated by a podiatrist
        3. Fingernail should be cleaned, cut, and filed on a regular basis
        4. Aides do not cut the finger nails or toe nails of a diabetic patient

- d. Make-up
  - 1. Stress importance of appearance to many people's self image no matter what age they are
- e. Shaving
  - 1. Stress the use of a pre-shave lotion before using an electric razor
  - 2. Stress the need to clean the razor after each use
- f. Stress the importance of noticing and complementing a resident upon completion of good grooming in a long term care facility

9. Assist the patient with elimination needs
   - a. Review Anatomy and Physiology of the Gastro-intestinal system and the urinary system
   - b. Review characteristics of abnormal feces and bowel patterns from Gastro-intestinal supplemental
     - 1. diarrhea
     - 2. constipation
     - 3. fecal impaction
   - c. Review types of laxatives and their actions on the lower colon from gastrointestinal supplemental
   - d. Stress importance of recording all bowel movements in a long term care facility
   - e. Discuss reasons for use of a commode
   - f. Review characteristics of urine, and common urinary problems from Urinary System Supplemental
   - g. Discuss use of a male urinal, a fracture pan, and a bed pan
   - h. Stress the need of an adequate water intake for the output of normal urine
   - i. Stress the need to quickly respond to the elimination needs of a resident in a long term care facility

C. Food Service. Read chapter 12, pages 240-260.
Lecture concepts to include

1. Nutrition principles
    - a. Review Anatomy and Physiology of the Gastro-intestinal system
    - b. Review definitions
        1. Digestion, both mechanical and chemical
        2. Absorption
        3. Metabolism
        4. Peristalsis
    - c. Discuss the effects of disease and aging on appetite and digestion
        1. Stress changing of gum lines and weight causes ill fitting dentures. Inability to chew alters a diet radically.
    - d. View film "Human Digestion Simplified" if not seen previously
2. Well balanced and theraputic diets
    - a. Review the four food groups (Unit III)
    - b. Review the basic parts of foods necessary for good health (Unit III)
    - c. Define the term theraputic
    - d. List the purposes and restrictions dictated for each diet
        1. Clear liquid
        2. Full liquid
        3. Soft
        4. Soft (mechanical)
        5. Low residue

        6. Low fat
        7. Low sodium
        8. Salt free
        9. Low calorie
        10. High calorie

    e. Discuss the difficulty of pleasing the likes and dislikes of a large number of residents in a long term care facility

3. Preparing self feeding patients for meals

    a. Stress hand washing before eating

    b. Recognize items on a standard tray a patient may need help with - Example: milk carton

    c. Preparing the bed and patient for a tray

    d. Understanding the importance, socially, of meal times in a long term facility

4. Feeding a patient

    a. Stress identifying hot and cold items

    b. Understanding the need to eat slowly to avoid choking

    c. Stress technique of not watching the patient chew each bite

    d. Review the Heimlich Maneuver (Unit IX)

5. Between meal nourishments and passing water

    a. Always identify patient before giving a snack

    b. Be aware of fluid restrictions on intake and output charts when passing water

    c. Stress continued need for giving water to residents in a long term facility

6. Safe care to the patient with other feeding methods
    a. Describe the fluid needs of adults
    b. Relate the 4 fluid compartments
        1. intracellular
        2. intravascular
        3. interstitial
        4. extracellular
    c. Purpose of intravenous fluids is to quickly restore fluid balance
    d. Read textbook pages 394-397
    e. Review points to check for and report when observing an intravenous infusion, page 397
    f. Describe a naso-gastric tube and its purposes
        1. Suction - removing the stomach contents
        2. Lavage - washing out the stomach
        3. Gavage - tube feeding
            a. Ensure feedings

D. Routine cares
1. Intake and Output. View KHO #25. Read textbook pages 274-283. Lecture concepts to include
    a. Definitions of fluid balance, edema, and dehydration
    b. Equipment needed, graduate containers and work sheets
    c. Abbreviations commonly used
        1. I & O
        2. CC

3. FF

4. NPO

d. What is recorded as intake - Example: any substance liquid at body temperature

e. How the body eliminates fluids

1. Urination - voiding

2. Respiration

3. Perspiration

4. Defecation

f. Voiding, emesis, or collected drainage are only fluids that can be measured

g. Methods of forcing fluids and enforcing NPO restrictions

h. Stress the dangers of dehydration

i. Discuss weight loss as a method of determining fluid loss

2. Collect and Label Patient Specimens. Read textbook pages 288-301. Lecture concepts to include

a. Review of handout "Ten Rights for Specimen Collection"

b. Review aseptic techniques for handling specimens

c. Stress correct labeling and forms. View specimen requisitions from local institutions.

d. Urine specimen collection. Review from Anatomy and Physiology Urinary system supplemental.

e. Collection of a stool specimen

1. Stress proper container and amount

f. Straining urine. Discuss reasons and methods.

g. Collection of a sputum specimen. Discuss difference between saliva and sputum.

3. Perform Routine Urine and Stool Exams. Read textbook pages 299 and 306. Lecture concepts to include

   a. Urine test for sugar and acetone. Review from Anatomy and Physiology of the Endocrine System Supplemental.

   b. Stool examination. Discuss procedure for use of a hemmocult slide.

4. Urinary Catheter Care. Read textbook page 283-284. Lecture concepts to include

   a. Review types of catheters from A & P of urinary system supplemental

   b. Closed drainage systems and leg bags

      1. Proper procedure for emptying

      2. Proper positioning of bags and tubing

      3. Danger of infection if reflux of urine is allowed

   c. View KHO 11 - "Urinary Care"

5. Principles of Administering Rectal Treatments. Read textbook pages 261-269. Lecture concepts to include

   a. Enemas

      1. Types - cleansing (ss) and oil retention

      2. Positions and correct procedure

      3. Stress lubrication of tube

      4. Stress having bed pan ready to avoid accidents

      5. Explain reasons for "enemas till clear" orders

   b. Fecal impaction. Explain and discuss treatments and prevention.

6. Provide Colostomy Care. Read textbook pages 400-401. Lecture concepts to include
    a. Definition of a colostomy, illeostomy, stoma, and suffix -ostomy
    b. Reasons for irrigation of a colostomy
    c. Types of collection appliances for colostomies
    d. Discuss problems of every day care for a colostomy
        1. Skin irritation
        2. Diet
        3. Odor control
        4. Feelings and emotions of patient. Discuss self help groups.
7. Assist With Bowel and Bladder Training. Read textbook pages 431-432. Lecture concepts to include
    a. Abbreviation - B and B
    b. Goal of B and B training is for the patient to regain control of his body functions
    c. Stress importance of observation and recording by student of elimination patterns
    d. Discuss importance of strictly following time schedule and fluid restrictions. Review B and B sheet from local institution.
    e. View KHO 34 - "Bowel and Bladder Training"
8. Apply Hot and Cold Dressings. Read textbook pages 333-353. Lecture concepts to include
    a. Review function of skin from Anatomy and Physiology of Integumentary System
    b. Discuss effects of hot and cold on the blood vessels
    c. Define local and general applications, and cyanosis

d. Reasons for heat applications
    1. Promote healing
    2. Reduce inflammation
    3. Relief of pain
    4. Promote mobility

e. Reasons for cold applications
    1. Reduce swelling
    2. Reduce body temperature
    3. Relief of pain
    4. Control of blood flow

f. Safety factors for all types of applications
    1. Precise temperature control
        a. Heat - never over 120°
        b. Ice - always use cubes - not crushed
    2. Proper time span
    3. Proper positioning of equipment
    4. Constant observation
    5. Know danger signs. Textbook page 337.

g. Discuss terms soaks, compresses, packs, bottles, and collars

h. Discuss heat lamps and ultra violet lights

i. Discuss sitz bath procedure, and placing a heat cradle

j. Discuss alcohol/water ratio and checking vital signs during temperature reduction alcohol sponge. Stress not reducing temperature too fast.

9. Measure Patient Height and Weight. Read textbook pages 359-360. Lecture concepts to include

    a. Method of converting centimeters to inches

    b. Method of converting kilograms to pounds

    c. Review monthly patient statistic forms from local institution

10. Assisting the Patient During Preoperative and Postoperative Time Period. Read textbook pages 379-393. Lecture concepts to include

    a. Emotions and fears of preopative patient
    b. Surgical check list use - show local example

    c. Surgical skin preps are done usually by an employee of the surgical department, not aides

    d. Discuss function of PAR

    e. Describe nine symptoms (textbook page 391) of PO patients that require immediate attention including chest complications

    f. Discuss term "dangle" and stress importance of deep breathing exercises post-op

    g. Discuss the use of binders

        1. Montgomery - chest

        2. Abdominal

    h. Discuss use and sizes of antiembolism stockings

    i. Discuss the use of elastic bandages, and a triangle sling

E. Admission, Transfer, and Discharge

1. Admission, Transfer, and Discharge. Read textbook pages 354-369. Lecture concepts to include

    a. Correct and complete admission forms

        b. Collecting valuables - textbook page 360

        c. Transferring usually due to change in condition. Transfer all equipment and furniture

            1. Non-smoking and smoking-strict adherence

        d. Discharges. Get complete discharge care plans.

        e. Patients, usually seated in WC, and always escorted to waiting transportation

    2. Provide Assistance In Physical Examinations. Read textbook pages 370-378. Lecture concepts to include

        a. Abbreviation - PX

        b. Definition of drape

        c. Methods of draping

        d. Discuss 5 rules to follow - textbook page 372

        e. List 12 positions used in performing exams - described in textbook pages 374-378

F. Care of the Dying Patient

    1. All objectives and competency lesson plans in Unit IV, Life Cycles

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Use of standard equipment in a patient unit including

    1. Bed positions

    2. Side rails

    3. Bed pan and fracture pan

    4. Call lights

    5. Overhead tables

    6. Trapeze bars

    7. IV poles

B. Complete bed bath procedure, partial bed bath procedure, including oral hygiene and back cares

C. Use of a whirlpool tub bath

D. Infant bath procedure using CPR baby mannequin

E. Four basic types of bed making

   1. Open

   2. Closed

   3. Surgical

   4. Occupied

F. Oral hygiene for an unconscious patient

G. Proper cleansing of dentures

H. Cleaning an electric razor

I. Shampooing a patient confined to bed

J. Preparing a standard hospital food tray and feeding a handicapped person

K. Proper positioning of closed urinary catheter drainage bag and tubing, and procedure for emptying the bag

L. Procedure for administration of a cleansing or oil retention enema

M. Procedure for application of a colostomy collection bag. Procedure for colostomy irrigation. (No return by students.)

N. Procedure and equipment necessary for an alcohol sponge bath for temperature reduction

O. Procedure for measuring accurate height and weight

P. Procedure for application of abdominal binder

Q. Procedure for application of anti-embolism hose

R. Procedure for applying an elastic bandage to wrist and knee, and a triangle sling to arm

S. Procedure for positioning and draping a patient in 2 positions

   1. Knee chest

   2. Dorsal lithotomy

IV. Outside Assignments

A. Field trip to an acute care facility and a long term care facility

B. After sufficient clinical hours with a resident, student will write a patient care study

C. Using handout problems (3) student will fill out I & O shift sheets and summary sheets

D. Student will prepare a bulletin board showing the concepts of Intake and Output procedures

E. Student will complete kilogram and centimeter work sheets

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Read and grade patient care study

D. Collect I & O shift sheets and summary sheets. Grade for correct form usage and accurate math.

E. Collect and grade kilogram and centimeter work sheets

F. Application of materials to current residents or sites

a:nao/4-88/bb

REHABILITATION AIDE

LESSON PLANS

a:rehab/4-88/jm

UNIT OUTLINE

UNIT XI REHABILITATION AIDE

Section I. Understand the philosophy and goals of rehabilitation.

Section II. Understand the rehabilitative process.

Section III. Understand the role of a speech therapist in the rehabilitative process.

Section IV. Develop skills necessary to provide continuing rehabilitative care under the direction of a physical therapist.

Section V. Develop skills necessary to provide continuing rehabilitative care under the direction of a certified occupational therapist.

Section VI. Employment as a rehabilitation aide.

Required Vocabulary

aphasia

remotivation

As required by guest speakers.

UNIT XI REHABILITATION AIDE LESSON PLANS

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit Outline
2. Remotivation Techniques
3. "Stroke, Why Do They Act That Way?"
4. Alzheimers
5. "Aphasia and the Family"
6. "Up and Around"
7. "Pain Control"

B. Review correct spelling and pronunciation of required vocabulary

C. Secure vocabulary lists from guest speakers

D. Read text book pages

II. Discuss Unit and Specific Objectives

A. Philosophy and Goals of Rehabilitation. Lecture concepts to include:

1. Identify members of the rehabilitation team and the goals of each
2. Review the functions of a nurse aide/orderly from Unit X
3. Define remotivation
4. Discuss handout "Techniques of Remotivation"
5. View film from SKF - "What Do You See?"

B. Understand the Rehabilitative Process. Lecture concepts to include:

1. Review the degenerative process of
    a. Arthritis and Osteoporosis from A & P of Skeletal system supplemental
    b. CVA from A & P of the Cardiovasucular supplemental

        c. Multiple Sclerosis, Parkinsons, and Alzheimers from A & P of Central Nervous System Supplemental

        d. Define and discuss amyotrophic lateral sclerosis (Gerhigs disease)

    2. Review booklet "Stroke. Why Do They Act That Way?"

    3. Review trauma caused in musculo-skeletal system by

        a. Fractures, limb loss, amputation, and joint replacement from A & P of skeletal system supplementary

    4. Discuss trauma to musculo-skeletal system following mastectomy and heart surgery

    5. Review discharge instruction sheet from Iowa Musculo-skeletal Inc. for hip replacement.

C. Understand the role of a speech therapist in the rehabilitative process

    1. Ask speaker to address objectives and competencies

    2. Review booklet "Aphasia and the Family"

D. Develop skills necessary to provide continuing rehabilitative care under the direction of a certified physical therapist or physical therapist assistant

    1. Review good body mechanics from Unit VI

    2. Review patient positioning, range of motion, and transfer skills from Unit IX

    3. Have guest speaker from OPA department address objectives and competencies

    4. Review handout "Up and Around"

E. Develop skills necessary to provide continuing care under the direction of a certified occupational therapist

    1. Show KHO 280 "Reach Out"

    2. Have guest speaker from KCC OT program address objectives and competencies

F. Understand how pain impacts rehabilitation

    1. Guest speaker from OT, PT, or OPA department address objectives

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2. Common techniques for management and control

    a. Prescription and nonprescription drugs

    b. Without medication

        1. Relaxation

        2. Imagery

        3. Distraction

        4. Skin stimulation

        5. Hypnosis

        6. Accupuncture

        7. Biofeed back

G. Know the availability of positions locally and nationally for a rehabilitation aide

    1. Nature of institutions which might hire

    2. Study job description from a local employer

    3. Monitor want ads of newspapers

    4. Review other rehabilitation programs and requirements

III. Laboratory Demonstrations and Return Demonstrations By Students

A. Review of good body mechanics, good positioning, and good range of motion skills

B. Use and care of common physical therapy equipment as discussed by guest speaker

C. Use and care of common occupational therapy equipment as discussed by guest speaker

IV. Outside Assignments

A. Student will review in depth for the class one of the four publications

    1. "Stroke. Why Do They Act That Way?"

    2. "Pain Control"

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    3. "Aphasia and the Family"

    4. "Up and Around"

B. Class field trip to a department of Physical Therapy at an acute care facility or a physical therapy clinic, or a sports medicine clinic, or a physical therapy department of a long term care facility.

C. Class field trip to an Occupational Therapy department in a mental hospital or local hospital

V. Unit Testing

A. Written test

B. Discuss and critique test

C. Grade oral class presentations

D. Application of materials to current clinical sites or residents

HOME HEALTH AIDE

LESSON PLANS

aah/4-88/jm

UNIT OUTLINE

UNIT XII HOME HEALTH AIDE

Section I. Understand the role and responsibilities of a HH aide.

Section II. Understand the need for trust between clients and the HH aide.

Section III. Understanding the role of the HH aide in medications.

Section IV. Understand the concept of environmental adaptations to enhance independence of ADL's in the home.

Section V. Newborn and care of a new mother in the home.

Section VI. Good household management in effective patient care.

Section VII. Possible housekeeping responsibilities of a HH aide.

Required Vocabulary

abrasive
allergy
burping
detergent
drug misuse
fraud
exploitation
hypothermia
lewd
molestation
obscene
pesticide
sexual harassment
suggestive
tracheostomy

UNIT XII HOME HEALTH AIDE

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Sexual Harassment Scale
3. Coping Responses to Sexual Harassment
4. Care givers guide to medications

B. Review correct spelling and pronunciation of required vocabulary from Unit X, Unit XI, and Unit XII outline sheets

C. Read textbook pages 444-464

II. Discuss Unit and Specific Objectives

A. Role and Responsibilities of a Home Health Aide. Lecture concepts to include

1. Review of functions of a nurse aide/orderly from Unit X
2. Discuss job qualifications for employment by public agencies or by private corporations
3. Stress areas of care that an aide may not perform - textbook page 447. Note some local changes. Some aides in some areas may be allowed to administer enemas or heat.
4. Stress individuals responsibility to know and follow the guidelines of the employer
5. View tape "Avoiding Liabilities" KHO 553
6. Review discharge instructions from a local hospital for a common condition - Example: Discharge instructions for patients who have had a hip replacement

B. Understand the Importance of Trust Between a Client and the Home Health Aide. Lecture concepts to include

1. Brief review of communication techniques from Unit II
2. Review handouts on Sexual Harassment and Coping Responses
3. Encourage discussion about needs for sex identification, feelings, and activities in older people

4. Stress that loneliness may cause statements or actions that can be mistaken for sexual advances

5. Stress different cultures affect family units

C. Understand the Role of a Home Health Aide in Medications. Lecture concepts to include

1. Review terms drug, drug abuse, drug tolerance, and addiction from Unit III

2. Stress safety factors of medicines kept in the home

3. Stress aides may not give medicines

4. Review handout "Care Giver's Guide to Medications"

5. Discuss term drug misuse

6. View tape KHO 555 "Older Adults their Medications"

D. Understand Concept of Environmental Adaptations to Enhance Independence of ADL's in the Home. Lecture concepts to include

1. View tape KHO 561 "Environmental Adaptations May Require Changes" and discuss major points.

2. Review need to promote active range of motion exercises

3. View tape KHO 554 "Maintaining Joint Mobility Through Activities of Daily Living"

4. Stress dangers of hypothermia in Iowa winters

E. Caring for Mother and Newborn Infant in the Home. Lecture concepts to include

1. Review methods of preparing infant formula and preparation of equipment. Stress changes local pediatricians may suggest

2. Discuss need to establish each infant's bowel pattern and then importance of reporting changes

3. Care of umbilical cord - clean with alcohol at every diaper change. Falls off usually in 7-10 days

4. Care of circumcision. Apply 2 X 2 sponge with Vaseline at each diaper change until healed

   a. Stress being sure urination occurs in 8 hours post-op

   - b. Bleeding is abnormal, while greenish scar tissue is normal

5. Promote discussion of problems and experiences of student while babysitting or with siblings

6. Normal needs of a new mother

   - a. Increased nutrition
   - b. Proper perineal care
   - c. Discuss vaginal drainage, after birth pains and resumption of normal menses

7. Nursing mothers

   - a. Air dry nipples after feeding
   - b. Clean bra daily
   - c. Watch for greenish discharge - abnormal
   - d. Check breasts daily for lumps
   - e. Increase calorie intake 500 calories per day

8. View "Bathing Your New Baby" tape from Mercy Hospital

F. Understand the Role Good Household Management Plays in Effective Patient Care. Lecture concepts to include

   1. Review written record keeping from Unit VIII and terms subjective and objective
   2. Review financial concerns of clients, including insurance limitations
   3. Discuss possible fraud and exploitation of the elderly in their homes

G. Understand the Possible Housekeeping Responsibilities of a Home Health Aide. Lecture concepts to include

   1. Stress planning a time schedule
      - a. Combining house keeping and health care to adapt to a client
   2. Discuss general guide lines for cleaning a house

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3. Discuss managing a home laundry
4. Identify types of cleaning products and their actions
    a. detergents
    b. soap
    c. abrasives
    d. disinfectants
5. Review handout "Homemade Cleaning and When to Use Them"
6. Discuss safe use of pesticides in the home
7. Review handout "How to Get Rid of Unwelcome Guests"

III. Laboratory Demonstrations and Return demonstrations by Students

A. Feeding and burping a newborn baby

B. Bathing a newborn baby. (Use CPR baby mannequin if available.) Repeat from Unit X.

IV. Outside Assignments

A. Using the students income and expenses set up a simple budget for one month

B. Student will adapt a simple item of clothing to facilitate an elderly client

V. Unit Testing

A. Written test

B. Discuss and critique test

C. Collect and critique budgets

D. Review and critique clothing adaptations

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LESSON PLANS

ANATOMY AND PHYSIOLOGY

a:a&p/4-88/jm

UNIT OUTLINE

Anatomy and Physiology of the Human Cell, tissues, and Organs

Section	I.	Anatomy of a Cell
Section	II.	Physiology of a Cell
Section	III.	Organization of Cells into Tissues, Organs, and Systems
Section	IV.	Abnormal Cell Growth

Required Vocabulary

Cytoplasm
mitosis
nucleus
anterior
posterior
dorsal
ventral
malignant
benign
neoplasm
metastasis

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LESSON PLANS

Anatomy and Physiology of the Human Cell

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline

B. Review correct pronunciation and spelling of required vocabulary words from unit outline sheet

C. Read textbook, page 158

II. Discuss Unit and Specific Objectives

A. Anatomy and physiology of a cell

1. Lecture concepts to include

a. Six specifics of cells, textbook page 159

b. Understanding of DNA, RNA, and chromosomes functions

c. Simple explanation of cell division

B. Organization of cells into tissues, organs, and systems

1. Lecture concepts to emphasize:

a. Simple explanation of 5 major types of tissues, textbook page 160

b. Definition of organs and systems. Review function of major body systems from textbook.

2. Show VCR tape "Landscapes and Interiors"

C. Abnormal cell growth

1. Lecture concepts to include:

a. Understanding of terms, neoplasm, cancer, malignant, benign, metastasis, and oncology

b. Simple explanation of current therapies fro treatment of malignancies

1. Chemotherapy

2. Radiation

3. Surgical intervention

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III. Laboratory Demonstrations and Return Demonstrations by Students

A. None required

IV. Outside Assignments

A. Free hand drawing, using colored pencils or markers, of cell. Include and label all parts listed in textbook page 159.

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Collect and grade cell drawings

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UNIT OUTLINE

Anatomy and Physiology of the Circulatory System

Section	I.	A & P of the Heart
Section	II.	A & P of Blood Vessels
Section	III.	A & P of Blood
Section	IV.	Common Diseases of the Heart
Section	V.	Common Diseases of the Blood Vessels
Section	VI.	Common Diseases of Blood

Required Vocabulary

artery
vein
capillary
malignant
benign
radial
carotid
brachial
apical
Hemo-
cardio-
vascular
-itis
-sclerosis
hyper-
hypo-

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LESSON PLANS

Anatomy and Physiology of the Cardio Vascular System

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline
2. Pulmonary circulation
3. Heart diagram
4. Systemic circulation
5. Vessels
6. Hypertension

B. Review required vocabulary for correct spelling and pronunciation from outline sheet

C. Read textbook page 209

II. Discuss Unit and Specific Objectives

A. Anatomy and physiology of the heart

1. Lecture concepts to include:

    a. Anatomical names

        1. atria
        2. ventricles
        3. myocardium
        4. AV node
        5. septum
        6. tricuspid valve
        7. mitral valve
        8. aortic valve
        9. pulmonary valve
        10. pulmonary arteries and veins

11. aorta
12. coronary arteries and veins
13. superior and inferior vena cava

b. Blood flow patterns thru the heart

2. View heart diagram - use overhead transparency

B. Anatomy and physiology of blood vessels

1. Lecture concepts to include:

a. Functions of arteries, veins, and capillaries

b. Five areas to assess pulses

1. temporal, carotid, radial, femoral, and apical

2. View vessel handout, use overhead transparency

a. Stress anatomical differences between arteries and veins, i.e. presence of valves in veins

C. Anatomy and physiology of blood

1. Lecture concepts to include:

a. Red cells - normal levels

b. White cells - normal levels

c. Hemoglobin - normal levels

d. Platelets - normal levels

e. Serun or plasma - definition and composition

f. Types

g. RH Factor - simple explanation

h. Quantity and site of manufacture in the body

D. Review physiology of sections A, B, and C

1. Discuss handouts, use overhead transparencies

a. Pulmonary circulation

b. Systemic circulation

2. View film "Circulation Simplified" Trainex #78-071

E. Common diseases of the blood, blood vessels, and the heart

1. Lecture concepts to include:

   a. Simple explanation of common diagnostic tests:

      1. RBC, WBC, Differential, Plate Count, HGB %, blood gasses, typing, bone marrow puncture, blood pressure, angiogram, heart catheterization, and EKG

   b. Simple explanation and common treatments for the following conditions:

      1. anemia
      2. leukemia
      3. arteriosclerosis of the brain
      4. cerebral vascular accident
      5. varicose veins
      6. phlebitis
      7. thrombophlebitis
      8. embolism
      9. aneurysm
      10. hypertension
          a. View handout Hypertension
      11. congenital heart defect
      12. myocardial infarction
      13. angina pectoris
      14. congestive heart failure

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Review procedures and have students demonstrate proficiency of taking pulses and blood pressure readings, if skills were previously learned.

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IV. Outside Assignments

A. Each student draw on the blackboard, or on paper, a diagram of the heart using colored chalk or pencils. Label required parts and indicate blood flow patterns.

B. Check out BP equipment to students and require five readings of BP and pulse from the student's family members or neighbors.

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Application of materials to current clinical units or patients

D. Simultaneous evaluation of accuracy of BP readings and pulse readings by the student and instructor

UNIT OUTLINE

Anatomy and Physiology of the Respiratory System

Section I. Anatomy

Section II. Physiology

Section III. Common Diseases of

Section IV. Use of Oxygen

Section V. Counting Respirations

Required Vocabulary

inspiration
expiration
respiration
saliva
sputum
aspiration
wheeze
dyspnea
cyanosis
anoxia
naso-
ora-
pneumo-
pulmon-
-itis
-oscopy
-otomy
O2
SOB

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LESSON PLANS

Anatomy and Physiology of the Respiratory System

I. Review Materials and Introduce Unit

- A. Handouts
    - 1. Unit outline
    - 2. Lung structure diagram
    - 3. Mouth and throat diagram
- B. Correct pronunciation and spelling of required vocabulary words from unit outline sheet
- C. Read textbook page 209

II. Discuss Unit and Specific Objectives:

- A. Anatomy and Physiology
    - 1. Lecture concepts to include:
        - a. All major anatomical parts
        - b. Tracing of the flow of air into and out of the system
    - 2. View handouts, "Mouth and Throat" and "Lung Structure," use overhead masters
    - 3. Show film strip - "Human Respiration" Trainex #74-161
    - 4. Pass around lung sections for visual examination
- B. Common Diseases of the System
    - 1. Lecture concepts to include:
        - a. Common diagnostic tests
            - 1. Chest x-rays (define terms AP and Lat)
            - 2. Bronchogram
            - 3. Bronchoscopy
            - 4. Blood gases (repeat)
            - 5. Sputum specimen
                - a. Emphasize difference between sputum and saliva
            - 6. Sputum culture

- b. Simple one sentence definition of and common treatment for:
    - 1. Common cold - acute rhinitis
    - 2. Bronchitis
    - 3. Pneumonia
    - 4. C. O. P. D.
    - 5. Pleuisy
    - 6. Emphysema
    - 7. Tuberculosis
    - 8. Asthma
    - 9. Malignancies

C. Use of Oxygen

- 1. Lecture concepts to include:
    - a. Types of equipment for delivery
        - 1. tent
        - 2. mask
        - 3. catheter
        - 4. cannula
    - b. Safety precautions
    - c. Positioning to aid the respiratory patient
    - d. Necessity to encourage deep breathing exercises
    - e. Knowledge of breathing irregularities
        - 1. shallow
        - 2. deep
        - 3. apnea
        - 4. dyspnea
        - 5. Kuss-Maul

6. Cheyne-Stokes

7. S. O. B.

8. Common descriptive terms for coughs

2. Tour Respiratory Therapy Laboratory and view types of oxygen equipment

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Correct procedure for counting respirations

IV. Outside Assignments

A. Have the student draw the major components of the respiratory system using colored pencils and mark pattern of air flow.

B. Have student practice counting respirations on members of their families.

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Collect and grade drawings

D. Application of materials to current clinical sites or residents

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UNIT OUTLINE

Anatomy and Physiology of the Skeletal System

Section I. Anatomy

Section II. Physiology

Section III. Joints and Joint Motion

Section IV. Common Diseases of the System

Section V. Casts and Traction Care

Required Vocabulary

prosthesis
spica
FX
fracture
ortho-
osteo-
-itis
compound

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LESSON PLANS

Anatomy and Physiology of the Skeletal System

I. **Review Materials and Introduce Unit**

   A. Handouts

      1. Unit outline

      2. Skeletal diagram

      3. Bone structure diagram

      4. Types of joints diagram

   B. Correct pronunciation and spelling of required vocabulary words from unit outline sheet

   C. Read textbook pages 168-169

II. **Discuss Unit and Specific Objectives**

   A. Anatomy and Physiology

      1. Lecture concepts to include:

         a. Function of the system and names of four bone types and their purpose

         b. Diagram of a long bone including:

            1. periosteum

            2. epiphysis

            3. diaphysis

            4. marrow

            5. osteoblasts and osteoclasts

            6. Haversian canals

         c. Difference between compact bone and cartilage

         d. Diet necessary for good bone composition

      2. Visually identify 31 major bones on the human skeleton using Medical Assisting skeleton

      3. Review bone structure diagram using overhead master

      4. Review skeletal structure using overhead master

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B. Joints and Joint Motion

  1. Lecture concepts to include:

    a. Types of joints

      1. hinge

      2. ball and socket

      3. gliding

      4. immovable

      5. partially moveable

    b. Range of motion allowed by type of joint

    c. Protective tissues

      1. synovial membrane and fluid

      2. bursae

    d. Definition and function of ligaments and tendons

  2. Review Types of Joints diagram - use overhead master

C. Common Diseases of the system

  1. Lecture concepts to include:

    a. Diagnostic tests

      1. AP and Lat X-rays

      2. bone culture

      3. bone marrow puncture (repeat)

      4. visual examination

    b. Definition of fractures

      1. Simple or closed

      2. Compound or open

      3. Comminuted or compression

      4. Greenstick

c. Simple definition of common treatments for:

   1. Sprains

   2. Osteomyelitis

   3. Arthritis

   4. Scoliosis

   5. Kyphosis

2. View X-rays of different types of fractures from the OPA department

D. Casts and Traction Care

1. Lecture concepts to include:

a. Types of casts

   1. short leg

   2. long leg

   3. spica

   4. walking

   5. splints

b. Cast care principles

   1. Keep dry

   2. Support curves

   3. Considered dry after 24 to 36 hours

   4. Don't cover until dry

   5. Observe for signs of constriction

      a. numbness and tingling

      b. cyanosis

      c. edema

      d. pain while limb is at rest

c. Types of traction

    1. skin

    2. skeletal

d. Principles of care

    1. Weights off the floor

    2. Ropes and pulleys in good working order

    3. Observation of possible skin pressure points

    4. Observation of possible sites of infection

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Use of crutches by OPA department

B. Use of a walker by OPA department

C. Correct application of common types of immobilizers by OPA department

IV. Outside Assignments

A. None

V. Unit Testing

A. Written test and visual identification of 31 major bones by the student

B. Critique and discuss test

C. Application of materials to current clinical site or resident

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UNIT OUTLINE

Anatomy and Physiology of the Muscular System

Section I. Anatomy

Section II. Physiology

Section III. Common Diseases of

Section IV. Range of Motion

Section V. Positioning

Required Vocabulary

tone
atrophy
contracture
prone
supine
opposition
anterior
posterior
ROM
ortho-

LESSON PLANS

Anatomy and Physiology of the Muscular System

I. Review Materials and Introduce Unit

A. Handouts

1. Unit outline
2. Anterior muscle diagram
3. Posterior muscle diagram

B. Correct pronunciation and spelling of required vocabulary from unit outline sheet

C. Read textbook page 168

II. Discuss Unit and Specific Objectives

A. Anatomy and physiology

1. Lecture concepts to include:

    a. Understanding a function of voluntary, involuntary, and cardiac muscles

    b. Definition of the following terms

        1. tone
        2. atrophy
        3. spasm
        4. contraction
        5. origin
        6. insertion
        7. relaxation

    c. Visually identify 16 major muscles

2. Review posterior and anterior muscle diagrams

3. Review overhead identifying insertion and origin

B. Common Diseases of

1. Discussed in Skeletal system lecture

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C. Range of Motion

1. Lecture to include all points in textbook

2. View KHO 35 Range of Motion Exercises

3. View In-Home-Care system tape - "Range of Motion"

D. Positioning

1. Lecture to include identification of equipment and terms used in textbook

2. View KHO 30 - "Positioning to Prevent Contractures"

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Range of motion exercises, both passive and active

B. Positioning to prevent contractures using appropriate equipment

IV. Outside Assignments

A. None

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Application of material to current clinical residents or sites

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UNIT OUTLINE

Anatomy and Physiology of the Central and Peripheral Nervous System

Section I. Anatomy

Section II. Physiology

Section III. Common Diseases of

Section IV. Anatomy and Physiology of the Five Senses

Section V. Common Diseases of the Five Senses

Required Vocabulary

sensory
motor
neurologist
hemaplegic
paraplegic
quadriplegic
trauma
CNS
PNS
cephalo-
cerebral-
neuro-
-itis
T. I. A.
CBS
-sclerosis
-oscope
EEG

LESSON PLANS

Anatomy and Physiology of the Central and Peripheral Nervous System

I. **Review Materials and Introduce Unit**

   A. Handouts

      1. Unit outline

      2. Ear diagram

      3. Eye diagram

   B. Review correct spelling and pronunciation of vocabulary from unit outline sheet

   C. Read textbook page 321

II. **Discuss Unit and Specific Objectives**

   A. Anatomy and Physiology

      1. Lecture concepts to include:

         a. Meaning of terms CNS, PNS

         b. Simple definition of anatomical parts - nerve, axon, dendrite, neuron (sensory and motor) neuroglia, and myelin sheath

         c. Five major sections of the brain, two cerebrums, cerebellum, pons, and medulla

         d. Spinal cord and cranial and trunk nerves

         e. Brain protective systems

            1. meninges

            2. cerebral spinal fluid

            3. skull bones

         f. Location and simple explanation of the diencelphonlon, pituitary, and hypothalmus glands

         g. Simple diagram of the path of an electrical impulse from sensory neuron in the finger tip to brain and back to motor muscle neuron in finger, including definition of a synapse and neuro-transmitter chemicals.

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B. Common diseases of CNS and PNS

1. Lecture concepts to include:

    a. Titles of professionals involved in diagnosis and treatment of the CNS

        1. Brain surgeon

        2. Neurologist

        3. EEG Technician

    b. Simple explanation of common diagnostic tests

        1. EEG

        2. Spinal tap or lumbar puncture

        3. Encelphalogram

        4. Reflex testing

        5. Myelogram

    c. Simple explanation of common diseases and treatments of

        1. Neuritis and neuralgia

        2. Ganglion

        3. Meningitis

        4. Encelphalitis

        5. Concussion

            a. Four most common symptoms: headache, vomiting, sleepiness, and unequal pupil size

        6. Skull fractures

        7. Congenital brain deformities

            a. Hydrocelphalic

            b. Microcelphalic

        8. TIA - Transient Ischemic Attacks

9. Epilepsy
    a. Grand Mal and petit mal seizures
    b. Definition and examples of an aura
    c. Use of dilantin for control
    d. Safety factors are based strictly on preventing the victim from injuring themselves. Padded object in the mouth is no longer suggested.
10. Parkinsons disease
    a. Pill rolling tremors and muscle rigidity
    b. Treatment by L-Dopa medication
11. Shingles
12. Multiple Sclrosis
13. Cerebral Palsy
14. Poliomyelitis
15. Malignant and benign brain tumors
16. Downs Syndrome
17. Chronic Brain Syndrome - symptoms regardless of cause
    a. Mental confusion
    b. Apathy
    c. Faulty memory, lives in the past not the present
    d. Does not perform ALD's
18. Terms: Hemiplegic, Paraplegic, or Quadriplegic

C. Anatomy and Physiology of the Five Senses

1. Sense of touch. Studied in the integumentary system.
2. Sense of taste. Studied in the GI System.
3. Sense of smell is a simple system. Sensory receptors located in nasal passages mucous membrane. nerves attached to the olfactory nerve, one of the twelve cranial nerves. Impulses interpreted in the cerebrum.

4. Sense of hearing
   - a. Lecture concepts to include:
     - 1. Anatomy
       - a. Outer ear, pinna or shell
       - b. Auditory canal
       - c. Tympanic membrane
       - d. Middle ear with bones, malleus, inca, and stapes
       - e. Inner ear with cochlea and auditory nerve
       - f. Wax glands and function in outer ear
     - 2. Physiology. Vibrations transmitted and amplified by parts and interpreted by the cerebrum.
     - 3. Label parts on drawing handout

5. Sense of sight
   - a. Lecture concepts to include:
     - 1. Anatomy
       - a. sclera
       - b. retina
       - c. choroid
       - d. aqueous humor
       - e. viterous humor
       - f. optic nerve
       - g. conjunctiva
       - h. Lacrimal glands
     - 2. Physiology. Trace pathway of light thru eye and refraction by parts to optic nerve and interpretation in the occipital lobe of the brain.
     - 3. Label parts on the handout drawing
     - 4. Discuss and show how to use a Snellen eye testing chart

D. Common Diseases of Sight and Hearing

1. Sense of hearing - Lecture concepts to include:

    a. Diagnostic tests of hearing

        1. Tuning fork

        2. Audiometry machine to test high and low pitched sounds

        3. Otoscope for visual examination

    b. Simple explanation of common diseases and usual treatments

        1. Sensorineural deafness. Hearing aide does not help.

        2. Conduction deafness. Hearing aide does help.

        3. Swimmers ear - outer ear infection

        4. Otitus media - middle ear infection

        5. Menieres disease

        6. Motion sickness

        7. Myringotomy

2. Sense of Sight - Lecture concepts to include:

    a. Titles of professional people involved with care of the eyes

        1. Opthalmologist

        2. Optomitrist

        3. Optician

    b. Diagnostic tests

        1. Snellens

        2. Jaegers test for close vision

        3. Intraocular pressure readings

        4. Opthalmoscope

c. Common disease and treatments

1. Refraction errors
    a. Hyperopia - farsightedness
    b. Myopia - nearsightedness
    c. Astigmatism - difficulty in focusing the horizontal and vertical rays on the retina. Increases with eye fatigue.
    d. All of the above treated by glasses
2. Foreign bodies. May be removed with the tip of a handkerchief only. Chemicals - wash with water and see a doctor.
3. Conjunctivitis. Infection of the lining of the eyelid. Most common is Pink eye - very contagious.
4. Sty - Infection of a small lubricating gland around the rim of the eye.
5. Cataract. Opacity of the lens resulting in impairment of vision. Surgical repair.
6. Glaucoma. Increase of interocular pressure. Cause unknown. Results in blindness. No known treatment.
7. Strabimus. Weak muscles holding eyeballs. Allows eyes to cross or wall out. Usually treated by exercise and surgery.

III. Laboratory Demonstrations and Return Demonstrations by Students

A. None required

IV. Outside Assignments

A. Tour a local organization, supported by public funds, dealing with the problems of patients with CNS diseases, such as Cerebral Palsy center, Monroe School, or the Vinton School for the Blind.

V. Unit Testing

A. Written test

B. Critique and discuss test and field trips

C. Application of materials to current clinical settings or residents

a:a&p/4-88/jm

UNIT OUTLINE

Discussion of Mental Illness

Section I. Principles of good mental health

Section II. Discussion of common symptoms of mental illness

Section III. Discussion of four major diagnostic groups of mental illness

Section IV. Discussion of common treatments of mental illness

Required Vocabulary

psychosis
neurosis
psychotherapy
theraputic
addict
A.A.
Ala-non
Ala-teen
psychologist
psychiatrist

a:a&p/4-88/jm

LESSON PLANS

Discussion of Mental Illness

I. Review Materials and Introduce Unit

- A. Distribute handouts
    - 1. Unit outline
    - 2. Glossary of terms
    - 3. Maslows Hierarchy of Human Needs
- B. Review correct pronunciation and spelling of required vocabulary from unit outline
- C. Review textbook pages 9 - 10

II. Discuss Unit and Specific Objectives

- A. Principles of good mental health. Lecture concepts to include:
    - 1. Knows himself and accepts who he is
    - 2. Has a sincere concern for others and ability to love
    - 3. Is directed more by inner values than outer
    - 4. Can be independent without hurting others
    - 5. Is flexible enough to tolerate stress and frustration and continue ADL's
- B. Discussion of terms and trends in the field. Lecture concepts to include:
    - 1. Major health problem - 76% increase in last 50 years
    - 2. Mental illnesses defines as any failure to have the 5 major components of good mental health
    - 3. Review Maslows Hierarchy of Human Needs
    - 4. Decrease of hospitalization days radically in the last 15 years
    - 5. Terms - criminally insane, diminished mental faculties, mentally incompetent
    - 6. Titles of professionals working in the field
        - a. Psychologist - university level graduate - psychology is defined as the study of human behavior including the mental and emotional processes of the mind
        - b. Psychiatrist - a medical doctor specializing in the treatment of mental illness
        - c. Neurologist - a medical doctor specializing in the diseases of the CNS and PNS (repeat)

7. Terms

   a. Psychosis. A mental condition so serious that it renders the person unable to function independently in society. Said to be psychotic - the adjective.

   b. Neurosis - personality disorder, psychoneurosis. All terms for a mental illness that interferes with the victims normal life style but does not make independent living impossible.

C. Discussion of common terms and symptoms used in discussing mental illness. Lecture concepts to include:

   1. autistic

   2. hallucination

   3. illusion

   4. depression

   5. phobia

   6. obsession

   7. euphoria

D. Review handout glossary of terms

E. Discussion over the four major diagnostic groups. Lecture concepts to include:

   1. Manic-depressive

   2. Paranoia

   3. Schizophrenia

   4. Dementias

F. Discussion and simple explanation of the major types of treatments used in mental illnesses

   1. Psychotherapy

   2. Ataraxic drugs

   3. Anti-depressants

   4. ECT - electro-shock therapy

5. Occupational therapy
6. Recreational therapy
7. Music therapy
8. Surgical intervention
9. Enforced hospitalization

G. View film - KHO 226 Depression: A Study of Abnormal Behavior

III. Laboratory Demonstrations and Return Demonstrations by Students

A. None required

IV. Outside Assignments

A. Tour a local organization, supported by public funds, that tries to help a person with a mental illness

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Application of materials to current clinical sites or residents

UNIT OUTLINE

Anatomy and Physiology of the Endocrine-Exocrine System

Section I. Anatomy and Simple Physiology

Section II. Study of the Disease - Diabetes Mellitus

Section III. Urine Testing for Sugar and Acetone

Section IV. Signs and Symptoms of Diabetic Coma and Insulin Shock

Required Vocabulary

glucose
acidosis
hormone
post-grandial
FBS
GTT
NPO

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LESSON PLANS

Anatomy and Physiology of the Endocrine-Exocrine System

I. **Review Materials and Introduce Unit**

  A. Distribute handouts

    1. Unit outline

  B. Review correct pronunciation and spelling of required vocabulary words from unit outline sheet

  C. Read textbook pages 302-303

II. **Discuss Unit and Specific Objectives**

  A. Anatomy and simple physiology lecture concepts to include:

    1. Location and function

      a. pineal gland

      b. pituitary gland

      c. hypothalmus gland

      d. thyroid and parathyroid glands

      e. thymus gland

      f. adrenals

      g. pancreas - Islands of Langerhans

      h. ovaries and testes covered in the reproductive system

    2. Hormone definition - a chemical substance that controls or directs the function of an organ

    3. Exocrine glands hormones directly into organ affected - Endocrine glands hormones go into the blood stream

  B. Study of the disease - Diabetes Mellitus

    1. Read textbook pages 304

    2. Lecture concepts to include:

      a. Physiology - Islands of Langerhans do not produce enough insulin or it cannot be utilized for the amount of glucose in the blood stream

b. Types depend on age factor

    1. Juvenile onset - Birth to 35 years - Most serious type

    2. Middle age onset - 35 to 60 years

    3. Old age onset - 60 years and above

c. Symptoms

    1. Polyphasia

    2. Polydipsia

    3. Polyuria

    4. Muscles fatigue and weakness

    5. Weight loss

    6. Failure of skin lesions to heal

d. Acidosis - Condition of blood with high glucose content. Begins to damage capillary walls in tissues, mainly retina of the eyes and tissue in the extremities.

e. Treatments

    1. Strict diets. Precisely measured amounts of all types of glucose producing foods.

    2. Diet and oral insulin medications. Oral insulin can be taken only in limited amounts.

    3. Diet and injections of insulin daily.

    4. Factors in daily life which change the needs for glucose and insulin, making it difficult for a diabetic to stay in balance or control.

        a. Physical growth and onset of puberty

        b. Emotional upsets

        c. Illnesses

        d. Increased physical exercise

        e. Alcohol intake

        f. Pregnancy
    5. Cleanliness and prevention of infection is essential in care. Showers daily, good attention to nails and feet.

f. Diagnostic tests and terms used in care of diabetic patients

1. FBS - Fasting Blood Sugar

2. GTT - Glucose Tolerance Test

3. Post-prandial blood sugar - level after meals

4. NPO

5. FF

3. View film KHO #27 - Care of a Diabetic Patient

C. Sign and symptoms of Diabetic Come and Insulin Shock

1. Read textbook page 305

2. Lecture concepts to include:

a. Diabetic coma signs - increased glucose in the blood stream

1. Abdominal cramps

2. Nausea and vomiting

3. Extreme thirst, dry parched tongue

4. Dulled senses - drowsiness

5. Sweet, fruity odor to the breath

6. Skin flushed and dry

7. Air hunger

8. 2% or 4+ Clinitest

b. Compare signs of diabetic coma and acute alcohol intoxication

c. Stress immediate medical attention, lay person cannot do anything to arrest a diabetic coma

d. Insulin shock signs - increased insulin in the blood stream

1. Irritability and nervousness

2. Muscle weakness and tremors

3. Skin cool and damp

            4. Numbness of tongue and lips
            5. Blurred vision and dizziness
            6. Clinitest - Neg or 0%
        e. Immediate ingestion of rapidly absorbed glucose - orange juice, grape juice, or prepared commercial glucose product
        f. Stress need for diabetics to be identified by medic alert tag. Always look for one.
        g. Discuss term applied to patients who are easily out of control - brittle diabetic
    D. Urine testing for sugar and acetone
        1. Read textbook pages 305-313

III. Laboratory Demonstrations and Return Demonstrations by Students

    A. Use of Clinitest tablets
    B. Use of Acetone tablets
    C. Use of Ketodiastix

IV. Outside Assignments

    A. Student will make a set of flash cards depicting the common symptoms of both diabetic coma and insulin shock

V. Unit Testing

    A. Play flash card game in class
    B. Written test
    C. Critique and discuss test
    D. Application of materials to current clinical sites or residents

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UNIT OUTLINE

Anatomy and Physiology of the Integumentary System

Section I. Anatomy

Section II. Physiology

Section III. Common Eruptions

Section IV. Common Diseases of the Skin
Degree of Burns and Emergency Treatment

Section V. Hot and Cold Applications

Required Vocabulary

cyanosis
general
local
superficial
deep
ultra-violet
infra-red
decubitus ulcer
-itis
derma-

LESSON PLANS

Anatomy and Physiology of the Integumentary System

I. Review Materials and Introduce Unit

A. Distribute handouts

1. Unit outline

2. Skin diagram

3. Germ layer diagram

B. Review correct pronunciation and spelling of required vocabulary words from unit outline sheet

C. Read textbook pages 199-204 and 333-353

II. Discuss Unit and Specific Objectives

A. Anatomy and physiology

1. Lecture concepts to include:

a. Epidermis - outer layer which flakes off continually and contains pigment - melanin

b. Dermis which contains

1. blood vessels

2. nerve endings

3. hair and nail follicles

a. hair and nails are hardened cells of the dermis

4. sebaceous (oil) glands

5. sweat glands

c. Function of skin

1. protection against injury and infection

2. excretion of wastes by the sweat glands

3. regulation of body temperatures

a. insulation to keep body heat in

b. evaporation to lower temperature

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- d. Commonly used terms
    - 1. Root - derma-
    - 2. Dermatologist - a medical doctor who specializes in treating diseases of the skin
    - 3. Medications, both over-the-counter and prescription
        - a. emollients
        - b. demulcents
        - c. astringents
        - d. anesthetics
        - e. anticeptics and antibiotics

B. Common eruptions of the skin

- 1. Lecture to emphasize
    - a. macule - example: freckle
    - b. papule - example: measles rash
    - c. pustule - example: zitz/whitehead on face
    - d. vescicle - example: blister
    - e. excoriation - example: rug burn
    - f. wheal - example: mosquito bite

C. Common diseases of the skin, and degree of burns and emergency treatment

- 1. Lecture concepts to include
    - a. Diagnostic tests
        - 1. Accurate history
        - 2. Visual examination
        - 3. Skin tests for sensitivity
        - 4. Skin cultures for pathogens
        - 5. Skin scrapings for microscopic study

b. Ringworm - fungus infection, growth in circular pattern - contagious - treated by medications

c. Acne vulgaris - skin pustules due to hormonal changes - secondary infections with permanent scarring possible - treated by medications

d. Contact dermititis - inflammation due to allergic reaction to contact with many different surfaces or chemicals - most common type is poison ivy - treated by medications

e. Impetigo - staph or strept infection of the skin - highly contagious - mal-nourished children are extremely susceptible to occurrences - treatment by medications

f. Herpes simplex - cold sores and fever blisters - painful but not serious - treatment is symptomatic

g. Burns - (Repeated in the Basic First Aid Section)

1. 1st degree - involves epidermis only - redness and pain - treatment is cold water, cover if possible - lubrication of skin may relieve pain, no butter because of salt content

2. 2nd degree - involves both layers - redness, pain, and blisters - immerse in cold water if possible - cover and get medical help if pain persists or area is large

3. 3rd degree - redness, pain, blister, and damage to underlying tissue, fat, muscles, etc. - do not wash unless burn caused by chemical - cover with cleanest cloth available and seek medical help immediately

4. Complications of burns

a. dehydration

b. infections

c. contractures

d. permanent scarring

D. Hot and cold applications

1. Lecture concepts to include

a. Physiology of blood vessels

1. heat dialates vessels and increases blood flow to an area

2. Cold constricts blood vessels and reduces blood flow to an area

b. Types of dressings

1. Moist - soaks, compresses, baths, and sponges

2. Dry - ice caps, water bottles, thermal blankets, Aqua K packs, light cardles, and heat lamps

c. Terms

1. Localized

2. Generalized

3. Infra red or ultra violet

d. Safety factors

1. Temperature strictly controlled

2. Metal parts of equipment must be covered

3. Length of application controlled

4. Equipment is good working order

5. Observation at specific intervals

a. Redness or blanching of the skin

b. Cyanosis

c. Patient complaints of pain

d. Too rapid dropping of body temperature

2. View Trainex film 74-129 and 74-134 - Hot and Cold Applications

III. Laboratory Demonstrations and Return Demonstration by Students

A. Alcohol sponge bath for fever reduction

IV. Outside Assignments

A. None required

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Application of materials to current clincial sites or residents

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UNIT OUTLINE

Anatomy and Physiology of the Urinary System

Section I. Anatomy

Section II. Physiology

Section III. Normal Urine and Types of Specimens

Section IV. Diseases of

Section V. Types of, and Catheter Care

Section VI. Intake and Output

Section VII. Catheter Irrigation

Required Vocabulary

catheter
dialysis
deydration
edema
diuretic
Foley
graduate
nephro-
renal
cysto-
uret-
uria
IVP
-ostomy
void
-itis
-osis
cc

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LESSON PLANS

Anatomy and Physiology of the Urinary System

I. **Review Materials and Introduce Unit**

- A. Distribute handouts
    - 1. Unit outline
    - 2. KHO 11 study guide
    - 3. KHO 25 study guide
    - 4. Intake and Output sheets
    - 5. Three sets of I & O problems
- B. Review correct pronunciation and spelling of required vocabulary from unit outline sheet
- C. Read textbook pages 272-273

II. **Discuss Unit and Specific Objectives**

- A. Anatomy and physiology lecture concepts to include
    - 1. Gross anatomy
        - a. right and left kidney
        - b. renal artery and vein
        - c. medulla and cortex of kidney
        - d. ureters
        - e. urinary bladder and mucous membrane lining
        - f. sphincter bladder muscle
        - g. urethra, male - 5 1/2 in. - female 1 1/2 in.
    - 2. Microscopic anatomy
        - a. nephron - basic cell
        - b. glomeruli - specialized filtering tissue

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3. Terms used
    a. nephro-
    b. renal
    c. cysto-
    d. uret-
    e. -uria
    f. voiding
    g. dialysis
    h. diuretic
    i. fluid balance
    j. edema
    k. dehydration
4. Function and physiology - solid wastes are filtered from the blood stream and mixed with water and collected in the medulla as urine. 10% of kidney function needed to maintain life.

B. Normal urine and types of specimens

1. Read textbook pages 291-298
2. Lecture concepts to include
    a. Properties of normal urine
        1. Amount in 24 hours - 1000 to 1800 cc normal
        2. Amber or yellow in color
        3. Clear, without visible solids
        4. Amount of output is affected by high protein diet, amount of intake and loss by skin and respiratory systems of large amounts
        5. Rapid decomposition at room temperature

b. Types of urine specimens

  1. Routine - clean container, 3 ounces or 100 cc., label correctly, to lab quickly

  2. Mid-stream - clean catch - sterile container and kit required - 3 ounces - proper procedure followed - labeled and to laboratory quickly

  3. 24 hour specimen - proper container, preservative and ice - correct procedure, patient instructions - label and to laboratory quickly

  4. Sterile specimen - can only be obtained by catheterization

3. View KHO 11 - Urinary Care

C. Diseases of the urinary system. Lecture concepts to include

  1. Diagnostic tests

    a. Urinalysis

    b. Urine culture

    c. Intravenous Pyelogram (IVP)

    d. Cystogram

    e. Cystoscopy

    f. Blood Urea Nitrogen (BUN)

  2. Nephritis

  3. Cystitis

  4. Nephrosis

  5. Renal calculi

  6. Uremic poisoning and dialysis

  7. Malignant tumors of the kidney and nephrectomy

  8. Malignant tumors of the urinary bladder

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D. Types of catheters, catheter care and irrigation

   1. Read textbook pages 284-287

   2. Lecture concepts to include

      a. Simple one time catheterization

      b. Foley or retention and closed drainage system

      c. Supra pubic catheter

      d. Uretal catheters

      e. Nephrostomy

      f. Correct positioning of equipment

E. Intake and Output

   1. Read textbook pages 274-283 and 288

   2. Lecture concepts to include

      a. Stress correct procedure

      b. Charts for cc measurement for containers may vary

      c. Accurate math is important

   3. View KHO 25, Intake and Output

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Prepare necessary equipment for collection of 4 types of urine specimens and proper patient instructions

B. Correct procedure to empty the bag of a closed drainage system

C. Correct procedure for catheter irrigation - No return by students

IV. Outside Assignments

A. Make a drawing and label the parts of the urinary system using colored markers or pencils.

B. Fill in 8 hour Intake and Output shift sheets and a 24 hour summary sheet for the three intake and output work problems

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V. Unit Testing

A. Written test

B. Critique and discuss test

C. Collect and grade Intake and Output problems

D. Collect drawings

E. Application of materials to current clinical sites or residents

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UNIT OUTLINE

Anatomy and Physiology of the Gastrointestinal Tract

Section I. Anatomy of Upper and Lower GI

Section II. Physiology of Upper GI

Section III. Physiology of Lower GI

Section IV. Anatomy and Physiology of Accessory Organs

Section V. Non-prescription Medications Used in GI System

Section VI. Diseases of the Upper GI

Section VII. Diseases of the Lower GI & Use of Hemocult Slide

Section VIII. Diseases of the Accessory Organs

Section X. Feeding Methods

Required Vocabulary

GI
gastro-
colo-
chole-
hepa-
-oscopy
-otomy
-ectomy
-ostomy
-itis
mechanical digestion
chemical digestion
absorption
metabolism
resection
constipation
feces
flatus
diarrhea
peristalsis
mucous
NG

LESSON PLANS

Anatomy and Physiology of the Gastrointestinal Tract

I. **Review Materials and Introduce Unit**

- A. Distribute handouts
    1. Unit outline
    2. Teeth diagram
    3. Villi diagram
    4. Junction of stomach and intestine
    5. Digestive system
- B. Review correct pronunciation and spelling of required vocabulary from unit outline sheet
- C. Read textbook page 240

II. **Discuss Unit and Specific Objectives**

- A. Anatomy and physiology of upper and lower GI system and accessory organs
    1. Lecture concepts to include
        - a. Identify anatomical parts of the GI System: ora, Pharynx, esophagus, stomach, pyloric and cardiac valves, duodeum, jejunum, illeum, cecum, ascending colon, transverse colon, descending colon, signoid colon, rectum, anus, and villi
        - b. Identify the accessory organs and their functions: teeth, deciduous and permanent, tongue and taste bud location, salivary glands, liver, gall bladder, pancreas, and appendix
        - c. Name and describe the function of the four anatomical layers of the tissue in the system: mucous membrane, sub-muscous membrane, muscular layer, and fibrous outer coat
        - d. Definition and function description of peristalsis, digestion, both mechanical and chemical, absorption, metabolism, and reabsorption
        - e. List the end products of digestion, glucose, amino acids, fats, water, vitamins, and minerals

2. Student will use velcro wall chart to correctly position anatomical sections and accessory organs

3. View overheads matching handouts during lecture

    a. teeth diagram

    b. villi diagram

    c. juction of stomach and intestines

    d. digestive system

4. View film "Digestion in the Human"

B. Non-prescription medications used in the GI System

1. Lecture concepts to include

    a. Six most commonly purchased OTC medications: antacids, digestants, laxatives, antidiarehetics, antiemetics, and anti-spasmodics

    b. Signs of misuse and overdose of OTC medications

C. Common Diseases of the Upper & Lower GI System and of Acessory Organs

1. Lecture to include

    a. Simple explanation of common diagnostic tests: GI x-ray series, barium enema, stool specimen, proctoscopy, sigmoidoscopy, gastroscopy, and esophagoscopy

    b. Simple explanation and common treatments for: gastritis, ulcers, (esophageal, peptic, and duodenal), malignant tumors of the stomach, esophagus, and large intestines, hernia (both inguinal and umbilical), colitis, ulcerative colitis, and bowel obstruction

    c. Simple explanation of common diagnostic tests: GB series x-rays and liver study tests

    d. Simple explanation of common diseases and treatments for: syndrome jaundice, hepatitis, cirrhosis, malignant tumors of the liver and pancreas, cholecytitis, cholelithiasis, and pancreatitis

    e. Definition of terms: stool, feces, diarrhea, constipation, impaction, and suppository

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Use of a hemocult slide - principle of home cancer detection kit

B. Review of nursing skills if previously taught

1. Proper procedure for enema administration

2. Simple colostomy care

3. Colostomy irrigation procedure - no return by students

4. Feedings methods

a. Preparing trays

b. Feeding a handicapped person

5. Use of an NG tube and gastroscopy equipment - no return by students

IV. Outside Assignments

A. None required

V. Unit Testing

A. Written test

B. Critique and discuss test

C. Application of materials to current clinical sites or patients

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UNIT OUTLINE

Anatomy and Physiology of the Reproductive System

Section I. Male reproduction

- A. Anatomy
- B. Physiology
- C. Common Diseases of

Section II. Female Reproduction

- A. Anatomy
- B. Physiology
    - 1. Normal Cycle
    - 2. Fertilization and Pregnancy
    - 3. Labor and Delivery
    - 4. Abortion and Contraception
    - 5. Menopause
- C. Common Diseases of

Required Vocabulary

Insemination
impotent
sterile
ovulation
fertilization
viable
implantation
abortion
conception
benign
malignant
gyne-
D & C
-itis
V. D.
OB
-ectomy
hyster-

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LESSON PLANS

Anatomy and Physiology of the Reproductive System

I. Review Materials and Introduce Unit

- A. Distribute handouts
    - 1. Unit outline
- B. Review correct pronunciation and spelling of vocabulary words from unit outline
- C. Read textbook page 314

II. Discuss Unit and Specific Objectives

- A. Male reproductive system
    - 1. Lecture concepts to include:
        - a. Anatomy - testicles, scrotum, epididimydis, vas deferens, penis and erecile tissue, foreskin, and prostate and Cowpers glands
        - b. Physiology
            - 1. Sex determined at conception
            - 2. Male chromosomes are dominant, father does determine sex of infant
            - 3. All organs are in place at birth, begin to function at puberty
            - 4. Hormones secreted from pituitary gland activate reproductive boys - average age 13-14 years, girls - average age 11-13 years
            - 5. Production of testosterone and sperm begins and continues entire life span of a male
            - 6. Signs of male puberty
                - a. Muscles increase in size and strength
                - b. Voice lowers
                - c. Pubic, underarm, facial, and genital hair growth
                - d. Growth spurts occur
            - 7. Sperm life span - 72 hours
            - 8. Ejaculation - act of releasing sperm and semen

- c. Common diseases of
    - 1. Diagnostic tests
        - a. sperm count
        - b. urine specimen
        - c. visual examination
    - 2. Simple explanation of and treatment for
        - a. Impotency
        - b. Sterility and artificial insemination
        - c. Urethritis
        - d. Prostititis
        - e. Benign hypertrophy of prostate and TUR
        - f. Cancer of prostate
        - g. Cancer of testes
        - h. Orchiditis

B. Female reproductive system

- 1. Lecture concepts to include
    - a. Anatomy - labia majora, labia minora, hymen, vagina, clitoris, urinary meatus, uterus (fundus, body, and cervix), endometrium, fallopian tubes with cilia, ovaries
    - b. Physiology
        - 1. Pituitary causes reproductive system to begin producing estrogen, progesterone, and FSH hormones in regular cycles
        - 2. Physical changes at puberty
            - a. Beginning of menstrual cycle
            - b. Development of milk glands and breast tissue
            - c. Pubic and underarm hair growth
            - d. Widening of pelvic cradle

3. Diagram average 28 day cycle

    a. estrogen level, progesterone levels, endometrial build-up, ovulation, and menses

    b. Ovum life span - 12 hours

c. Simple explanation of fertilization and pregnancy

1. Entrance of sperm

2. Conception in fallopian tube

3. Zygoat and implantation

4. Development of placenta, fetus, amnion, and cord

5. Explanation of blood supply between mother and fetus

6. Terms: abortion, spontaneous and theraputic, and miscarriage

7. Morning sickness and use of medications

8. Needs for pre-natal care

9. Aminocentesis and ultra sound examinations

10. Ectopic pregnancy

11. Terms: quickening and viable

12. Simple explanation of unusual pregnancies

    a. Multiple births, fraternal and identical

    b. Surrogate mothers

    c. Test tube babies

    d. Fertility drugs

d. Simple explanation of Labor and Delivery

1. Pitocin and beginning of labor

2. Differences between true and false labor

3. Definition of first, second, and third stages of labor

4. Episiotomies

    5. Types of anesthia
    6. LaMaze program
    7. Complications of deliveries
        a. inadequate pelvic size, fetal position, cord or placenta abnormalities
    8. Cesarian section
    9. Induced labor and use of forceps
    10. Term: stillborn

2. See Film 71-008 - "Labor and Delivery"
3. Use Searle Transparency Booklet for demonstration
4. View LaMaze 16 mm if available for rent
    a. Simple Explanation of Abortion and Contraception
        1. Theraputic abortion
        2. Complications of multiple abortions
        3. Types of contraception, both temporary and permanent
            a. abstinence
            b. condom - stress safe sex aspect
            c. diaphragm
            d. IUD
            e. Foam spermicaides
            f. Oral estrogen and progesterone pill
            g. Deprovera injections
            h. vasectomy and tubial ligations
    f. Simple explanation of Menopause
        1. Physiology of lowering estrogen levels
        2. Physical symptoms
            a. Absence of menstrual periods

        b. Hot flashes
        c. Vaginal dryness
        d. Possible mental irritation and depression
        e. Change of life - 45 to 55 years of age

- g. Common disease of
    1. Diagnostic tests
        - a. Vaginal smear and culture
        - b. Cervical smear - Pap test
        - c. Pelvic examination
        - d. D & C - dialation and currettage
        - e. Douche
    2. Vaginitis
    3. Benign and malignant tumors of the uterus and ovaries
    4. Toxic shock syndrome and use of tampons
    5. Endometriosis
    6. Sterility
    7. Terms: hysterectomy, Oophorectomy, and salpingectomy

III. Laboratory Demonstrations and Return Demonstrations by Students

A. Proper technique and equipment for administering a vaginal douche

IV. Outside Assignments

A. Draw female reproductive system, labeling parts using colored pencils or markers

B. Diagram average 28 day cycle labeling menses, ovulation, when conception is possible and required days of contraception, or abstinence

V. Unit Testing

A. Written test

B. Discuss and critique test
C. Collect and grade drawings and diagrams

D. Application of materials to current clinical sites or residents

RESOURCE DIRECTORY - BOOKS

Badasch, S. A. and D. Chesebro. The Health Care Worker: An Introduction to Health Occupations. 2nd Edition Brady Book/ Prentice Hallstone, 1988.

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Friedman, Jo Ann. Home Health Care. New York, NY, W. W. Morton Company, 1986.

Hefam, Brent Q. Man, Health and Environment. Minneapolis, MN, Burgess Publishing, 1972.

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Purdom, P. Walton. Environmental Health. New York, NY, Academic Press, 1971.

Schniedman, Rose B. (Lambert, Susan S.) Being a Nursing Assistant. Englewood Cliffs, NJ 07632, The Brady Company - Prentiss Hall, 1986. Workbook also.

Sewell, Granville H. Environmental Quality Management. Inglewood Cliffs, NJ, Prentice - Hall, 1975.

Simmers, Louise M. Diversified Health Occupations. Albany, NY 12212, Delmar Publishers, Inc., 1983.

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Turk, Amos. Environmental Science. Philadelphia, PA, W. B. Saunders Company, 1974.

Vesilind, P. Aarne. Environmental Pollution, and Control. Ann Arbor, MI, Ann Arbor Science Publishers, 1975.

Webster's Medical Speller. Springfield, MA, Marian - Webster, Inc., 1975.

Worick, W. Wayne (Schaller, Warren E.) Alcohol, Tobacco, and Drugs - Their Use and Abuse. Englewood Cliffs, NJ 07632, Prentice - Hall, Inc., 1977.

RESOURCE DIRECTORY - BOOKS AND MANUALS

American Red Cross Cardiopulmonary Resuscitation. American National Red Cross, 1981.

American Red Cross Multimedia Standard First Aid Manual. Communication Research Laboratories, Inc., Steamboat Springs, CO, 1981. Workbook also.

Environment and Health. Congressional Quarterly, Inc., Publisher, Washington, DC, 1981.

In Home Care System. University of Missouri (Flexible Educational System for Quality Care,) Delmar Publishers, Inc., Albany, NY 12212.

Intermediate Care Facilities. Rules and Regulations. Iowa State Department of Health, Des Moines, IA 50319.

Milliken, Mary E. Understanding Human Behavior. Delmar Publishers, Albany, NY 12212.

Pennsylvania Rehabilitation Technician Program. Orthotics Technician Training Institute, Pittsburgh, PA 15238.

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RESOURCE DIRECTORY - AUDIO VISUAL MATERIALS

V=Video Tapes **F=Film** **FS=Film Strip** **ST=Slide Tape**

"Peege" Phoenix/BFA Films, 468 Park Avenue South, New York, NY 10016. **F**

Aerobic - "Hoanie Greggins "Aerobic Shape-up" Vitals, Vigorous, and Visual, Parade Video Cassette 145 - Komoon Street, Newark, NJ 07105. **V**

"Garbage Explosion" - #20-007 118 from Grant Wood. **F**

"What Price Progress?" - #20-015 551 from Grant Wood. **F**

"Iowa State Dairy Council" 911 - 1st Avenue, Cedar Rapids, IA 52402. **F**

"Lamaze" St. Luke's film library **F**

"Labor and Deliver" KCC **F**

"What Do You See?"-Through SK and F Health Media Center-Free 1-800-233-2342 **F**

"Bathing Your New Baby" Mercy Hospital, Cedar Rapids, IA. **V**

"How to Dealth With Stress" Weslon Walsh Publishing, Portland, ME, Kit-88-804 KCC **FS**

"Teen Age Blues" Sunburst Communications, Pleasantville, NY 10570, Kit-88-805 KCC **FS**

"Landscapes and Interiors" Films for the Humanities and Sciences, Inc., P.O. Box 2053, Princeton, NJ 08543. **V**

#78-071 Trainex "Circulation Simplified" film strip kit **FS**

#74-161 Trainex "Respiration in the Human Body" film strip kit **FS**

"Digestion in the Human Body" film strip kit, KCC **FS**

#74-129 and #74-134 Trainex "Applying Warm and Cold Dressings" **FS**

KHO 11 "Urinary Care" **V**

KHO 12 "What is Diabetes?" **V**

KHO 13 "Lifting and Moving the Patient" **V**

KHO 18 "Sterile Techniques" **V**

KHO 21 "Prevention of Decubeti" **V**

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KHO is the call number for video tapes in the Kirkwood closed circuit system.

KHO 22 "Isolation Techniques" **V**

KHO 25 "Intake and Output" **V**

KHO 27 "Care of Diabetic Patients" **V**

KHO 30 "Positioning to prevent Contractions" **V**

KHO 34 "B & B" **V**

KHO 35 "Range of Motion Exercises" **V**

KHO 38 "Transfer and Ambulation" **V**

KHO 49 "Hand Washing" **V**

KHO 51 "Sterile Gloving" **V**

KHO 52 "Preparing a Sterile Field" **V**

KHO 141 and 142 "Dying Part I and II" **V**

KHO 198 "Introduction to Medical Ethics" **V**

KHO 226 "Depression, a Study of Abnormal Behavior" **V**

KHO 228 and 229 "Living with Dying" **V**

KHO 241 "Your Total Image" **V**

KHO 264 "Aging" **V**

KHO 279 "When You Grow Old" **V**

KHO 280 "Reach Out" **V**

KHO 356-361 "Red Cross Multimedia Basic First Aid" **V**

KHO 383 "CPR for Citizens" **V**

KHO 543 "CPR - Action for Life" **V**

KHO 548 "Dangerous Dieting: The Wrong Way to Lose Weight" **V**

KHO 552 "Techniques of Active Transfer" **V**

KHO 553 "Avoiding Liabilities **V**

KHO 554 "Maintaining Joint Mobility Through Activities of Daily Living" **V**
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KHO 555 "Older Adults and Their Medicine" **V**

KHO 556 "Rules for Lifting" **V**

KHO 557 "Hair Care" **V**

KHO 558 "Mouth Care" **V**

KHO 559 "Self-Help Skills for Dressing" **V**

KHO 560 "Passive Range of Motion" **V**

KHO 561 "Independence May Require Changes" **V**

KHO 562 "Techniques of Passive Transfer" **V**

KHO 563 "Safe Bathing and Showering" **V**

KHO 564 "Bed Bath" **V**

RESOURCE DIRECTORY - BROCHURES

Rockwell Metropolitan Insurance Plan

Medicare Brochure - 1986 - Federal Government

Allied Health Technologies Department, KCC

Tobacco and Health - American Cancer Society

Family/Individual Health - Texas Educational Agency

Control Disease Center, Atlanta GA Bulletin

Linn County Optomy Support Group

Mercy/St. Luke's - Hospice Program

Alzheimers Publications

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RESOURCE DIRECTORY - PAMPHLETS

Hawkeye Tech Rehabilitation Aide. Waterloo, IA, Hawkeye Tech Institute.

"Pain Control: A Guide for People with Cancer." American Cancer Society, Inc., New York, NY 10017.

"Stroke: Why do They Behave that Way?" American Heart Association, 7320 Greenville Avenue, Dallas, TX 75231.

"Up and Around." American Heart Association, 7320 Greenville Avenue, Dallas, TX 75231.

"Aphasia and the Family." 7320 Greenville Avenue, Dallas, TX 75231.